

LEADERSHIP STYLES: PRESIDENTS OF HISTORICALLY
BLACK COLLEGES AND UNIVERSITIES

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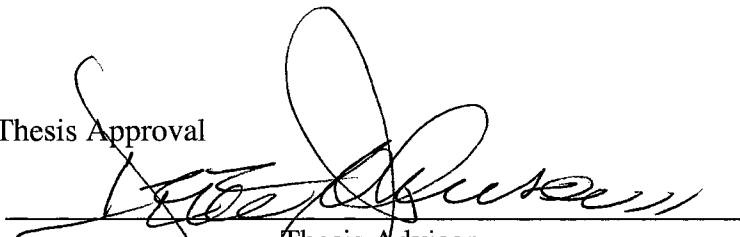
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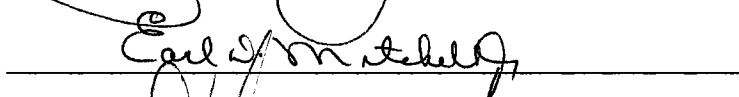
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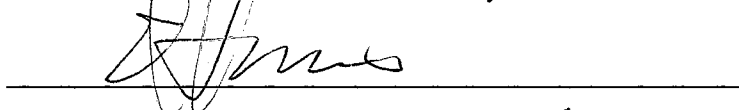


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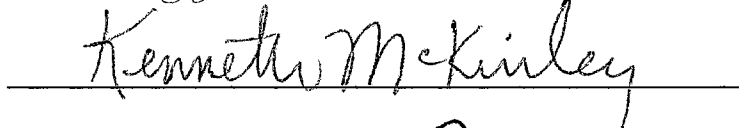
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Chapter I

Introduction

Since their arrival in America, African-Americans have struggled to attain freedom, equality, and economic independence. For several centuries, they were legally denied the opportunity to read and write; however, slave narratives reveal that slaves knew the importance of gaining literacy for their freedom and independence. In their quest for the right to an equal education, African-Americans raised their collective voice to change the law. They have overcome legal hurdles like *Plessy vs. Ferguson* (1896), which mandated that schools be “separate but equal,” and gone on to win cases such as *Brown vs. Board of Education* (1954), which gave African-Americans the right to attend white schools. Born out of the journey of African-Americans to become full and equal citizens in America, Historically Black Colleges and Universities (HBCUs) were established as a means to educate African Americans to become leaders in their communities. Firmly entrenched in the angst of American history, HBCUs gave African-Americans the opportunity to receive a college education in a segregated environment in America (Carey, 1976).

Some prominent African-Americans advocated technical and agricultural skill acquisition as the key to acceptance by white Americans, but such a position did not go unchallenged. According to Carey (1976), the heart of Booker T. Washington’s

educational philosophy was that through patient attainment of thrift and diligence, African-Americans would eventually accomplish their constitutional rights to equal access to education, social equality, and socio-political power. In *Up From Slavery* Booker T. Washington (1963 p. 159) asserted, "It is at the bottom of life we must begin, and not at the top.... No race can prosper till it learns that there is as much dignity in tilling a field as in writing a poem." W.E.B. DuBois is representative of those who offered a powerful challenge to Booker T. Washington's "compromise." DuBois (1903/1989) suggested that the South and the country needed highly educated blacks well educated in the fields of arts and science. He believed a group of talented blacks would be instrumental in opening many heretofore unthinkable opportunities for other black people.

The Leader's Role

Despite a severe lack of resources and numerous social and political obstacles, HBCUs have endured because their presidents, faculty members, staffs, and communities believed in their mission to educate the grandchildren of those who had been oppressed for so long. They were convinced that if African-Americans were ever to gain equality and be acknowledged as equals, education would be the main impetus. The problems faced by presidents/chancellors of HBCUs are similar to those faced by the leaders of predominately white colleges. However, because of the unique historical context leading to the development of these institutions, it has been necessary for HBCU leaders to approach their problems differently. The problems posed by continual financial

difficulties, academic program deficiencies, and predominately white-controlled state and local boards have traditionally presented rather serious obstacles for the leaders of black colleges to surmount in contrast to those faced by their predominately white college counterparts (Van Gundy & Haynes, 1978).

The fact that HBCUs are still thriving today may be largely attributed to the strong leadership of their leaders. As of April 1996, 14.5 percent of the 103 HBCUs recognized by the federal government had new leaders (Suggs, 1997). Dr. Henry Ponder, president and CEO of the National Association for Equal Opportunity in Higher Education (NAFEO) and former president of Fisk University in Nashville, Tennessee, said, "Leadership is very important. If you have great leadership, colleges and universities thrive" (Suggs, 1997, p. 26). Clark Kerr, former president of the University of California, asserted that of the many problems confronting higher education in the years ahead, leadership would be the greatest (Kerr & Riesman, 1984).

HBCU leaders must be effective administrators, fund-raisers, politicians, and leaders. Strong leadership is essential to the survival of HBCUs in the face of obstacles that threaten their overall academic and fiscal health. "The more a president is involved at the national, local and state level in organizations and the community, it gives the college more visibility," according to Dr. Cordell Wynn, President of Stillman College (Morgan, 1997, p.24).

Problems Facing HBCUs

In addition, the financial problems that consistently plague HBCUs seem endless. In most HBCUs, if not all, the constant search for funding to remain competitive is a vital part of the president's job description. The struggle for HBCUs to remain competitive is rooted in the struggle of African Americans to attain equality. As a result, this struggle is not just economic it is also a struggle for social acceptance and respect. This is reflected in the comment of Samuel Cook, president of Dillard University, who said, "I came here not to save Dillard, but to make a great institution greater. That's been my challenge and my work all these years" (Campbell-Rock, 1997, pg. 24).

HBCUs must find more innovative and creative ways to combat the difficult issues they face. The leaders in this fight are the leaders. The challenge to raise money, attract quality faculty and students, and remain competitive is ever-present.

HBCUs are unique, complex institutions, colored by cultural, historical, and spiritual elements. This is not meant to imply that HBCU students receive a "Black education"; instead, its implication is that African-American students receive a quality, mainstream education in an environment that is culturally friendly and familiar to them, their parents, and their communities. While more than 80% of African American college students are now enrolled in predominantly white institutions, HBCUs continue to account for more than 25% of the nations' African American college graduates (Hrabowski, 2002).

Today, people still debate the need for HBCUs in a society where, basically, segregation no longer exists. Dr. Cordell Wynn, Stillman College President, expressed

his annoyance with having to justify the existence of and need for black institutions of higher education. He said, "HBCUs are trying hard to raise money, and I'm sick and tired of having to justify why we need HBCUs. It really gets on my last nerve. We get the crumbs when it comes to foundations and philanthropy from the business world in comparison to what they give to historically white institutions" (Morgan, 1997, p. 25). He maintained that the problem is not just with the white world, some African-Americans as well as whites perceive HBCUs as inferior to predominately white collegiate institutions. Wynn further stated:

"Another problem is with support of HBCUs by blacks themselves. There is a lack of commitment of alumni. It comes out of the mentality in our own community that white is better. It is something that has been ingrained from slavery. It is reflected in the tendency of some blacks to say, 'I went to a black school, but I got my master's and doctorate from a white school.' There doesn't seem to be that proudness." (Morgan, 1997, pg. 25).

Although Wynn's statement is quite blunt, it does illustrate very clearly the paradoxical nature of perceptions about HBCUs. Many would say Wynn's perception is a true reflection of reality. Today, HBCUs are still engaged in a seemingly never-ending struggle to remain historically black, fiscally sound, academically competitive, and culturally diverse. These institutions have not tried to create an all-black environment, one with all black students, faculty, and staff; instead, the trend has been to enroll a diverse population of faculty and students to ensure that students who attend HBCUs will be able to compete globally with students from all cultures and backgrounds in society.

One must remember that HBCUs were founded to serve those whose lives had been severely crippled by slavery and poverty, and they have continued through the years to elevate the lives of disadvantaged youth by helping them become productive citizens. “We give kids the kind of confidence to go anywhere else and fit in a very tough situation,” said Dr. Harrison B. Wilson, President of Norfolk State University. “Evidently there’s an “X” factor they don’t get at other schools. That’s confidence and tender loving care.” (Adams, 1997, pg. 20).

Many people, minorities in particular, have grave concerns about the effectiveness of the public school system in our country. It often fails to educate their children effectively enough for them to develop the skills necessary to make a successful transition to college. HBCUs still open their doors to those who are under-educated and provide the assistance these students need to enable them to successfully complete college-level work.

It is common knowledge that African-American leadership draws from the educational pool of HBCUs. The majority of African-American college presidents serve at HBCUs. Those African-Americans who have served as presidents of “majority” institutions have often done so under difficult conditions (Fisher & Koch, 1996). From the outset, individuals such as Clifton Wharton and John Slaughter had to deal with the perception that they were affirmative action appointees and, absent their race, they would not have been appointed as leaders of majority institutions (Carter, 1992). According to Roach and Brown (2001), the perception that a two-track system for African-American administrators exists is a real one. Often these leaders who obtain initial administrative experience at a HBCU are able to obtain positions later in their careers again at HBCUs,

but not as commonly as at predominately white institutions. However, African-American administrators who obtained earlier administrative experience at majority institutions are more likely to advance in both sectors.

HBCUs have produced some of the greatest African-American leaders in the country. Dr. Benjamin Mays of Moorehouse College, Frederick Douglass Patterson of Tuskegee Institute, and Mordecai Johnson of Howard University are examples of such leaders (Sharp, 1984). Without a doubt, HBCUs have contributed greatly to the United States and continue to be of vital importance (NAFEO, 1996).

Theoretical Framework

Many people think of leadership as a rare and special talent, power, or expertise that only a few “chosen” individuals are lucky enough to possess (Bensimon & Neumann, 1993). Kouzes and Posner (1993) described leadership as a mutual relationship between those who have chosen to lead and those who have decided to follow. The research revealed information on how presidents of HBCUs lead their educational institutions. This study may be the beginning of the exploration of a phenomenon that has been either ignored or overlooked. Identifying the leadership characteristics of HBCU leaders may provide a gateway to the study of the successes and failures of these college leaders.

An institution’s effectiveness is closely related to the leadership strategies of its leader, whose actions have important consequences (Cameron & Ulrich, 1986). Similar to common perceptions of leadership, some people attribute the effectiveness of a

president/chancellor to blind luck, fate, or being in the right place at the right time. Although luck can be a factor in maximizing the individual's or the institution's potential, it may be that effective presidents/chancellors create their own luck through use of special leadership styles and philosophies that are different from those of typical leaders of institutions of higher education (Fisher, Tack & Wheeler, 1988).

Hersey (1993) states that leadership is situational in nature; that it changes depending upon organizational circumstances. Hersey and Blanchard (1996) identified four basic leadership styles based upon task and relationships. These styles include telling, selling, participating and delegating.

Statement of the Problem

HBCUs are faced with challenges to their survival and are undergoing significant change. The key to the success of HBCUs may well be related to their leadership. There is a paucity of information about leadership at HBCUs and specifically about the self-perceived leadership styles of HBCU leaders and the viability of these institutions.

Because of the journey of African-Americans from slavery to freedom in this country, the experiences of HBCU leaders are likely to be very different from the experiences of the leaders of predominately white colleges and universities. African American HBCU leaders are often viewed within their campuses as the mediators with, and protection from, the Caucasian power structure. However, many HBCUs traditionally have had many Caucasians on their governing boards, and whether public or private, those institutions have been forced to govern with the lion's share of their resources

coming from the Caucasian community. In addition, until recently most HBCUs have been treated as second- or even third-rate institutions by legislatures, foundations, and citizens (Fisher & Koch, 1996). These dynamics create obstacles such as social stereotyping and a lack of adequate resources in HBCUs, which heightens the possibility that HBCU leaders' leadership styles differ significantly from those of leaders of traditionally white schools.

Today, HBCU leaders are still fighting for the survival, growth, and adaptation of the institutions they lead. HBCU leaders are public figures that seem to have inherited the power, charisma, tenacity, and vision of past great HBCU leaders and their civil rights advocates. Their role in education is crucial, for they continue to carry out the mission to educate those who are educationally disadvantaged as well as those who have excelled.

According to Young (2003), the current Bush administration notes the value of historically black colleges and universities, having proposed a 5% increase in federal funding for these institutions for FY 2004. The popular press suggests some of the strengths of HBCUs are that they offer opportunities to the educationally elite as well as average students (Young, 2003). Existing research indicates minority students who attend HBCUs are more confident, have higher self-esteem and aspirations, are more involved in campus functions, and have more family-style interaction than their counterparts at traditionally white institutions (Fleming, 1991; Pascarella & Terrenzini, 1991).

HBCU leaders are in a position of greater influence than any other individuals at their institutions (Cohen, 1974). However, few current comprehensive studies exist regarding HBCU presidents/chancellors' leadership styles. According to Person (1999), a substantial amount of the research on black colleges focused upon student recruitment,

issues of gender, black college culture, and the outcomes of legal decisions regarding desegregation and affirmative action.

Significance of the Study

Although research has been conducted on many elements of HBCUs and information regarding individual HBCU leaders exists, few comprehensive studies focus upon the leadership styles of these leaders. Missing in the literature are in-depth explorations of the elements that have been instrumental in shaping individual presidents/chancellors into the leaders they have become.

This inquiry investigated comparative self-perceptions of the leadership styles of HBCU leaders. These leaders may have displayed certain leadership styles that have not been empirically investigated, analyzed, and identified with certainty in the light of HBCU and mainstream literary theory. The efforts, vision, academic qualifications and leadership methods utilized by HBCU leaders to ensure the successful education of their students as well as the operation of their institutions provided another dimension to the study. It also explored the manner in which cultural, social, historical, and educational influences affecting the relationship HBCU leaders have with their constituents and the manner in which these elements affected the types of leaders they became.

Purpose of the Study

The purpose of this study was to determine the leadership styles of the presidents/chancellors of HBCUs as well as their perceptions of their effectiveness and impact on the success of their institutions.

Research Questions

The following questions about leaders of HBCUs were addressed in this study:

- (1) What are the demographic profiles of the presidents/chancellors of HBCUs?
- (2) What leadership styles are evidenced by the presidents/chancellors of HBCUs?
- (3) Is there a relationship between the perceived leadership style and the personal characteristics of the presidents/chancellors of HBCUs?
- (4) What factors contribute to the leadership styles of presidents/chancellors of HBCUs?

Research Outline

This study included the following issues:

- (1) Historical information on the birth and purpose of HBCUs;
- (2) The current demographic data of HBCUs;
- (3) The problems currently faced by HBCUs;
- (4) The cultural kinship between the leader and the predominately black population and its effect on the leadership style;
- (5) The results of the survey and data inventory sent to leaders of 60 HBCUs;
- (6) An analysis of the data as related to leadership styles of HBCU leaders;
- (7) Individual character studies of leadership styles of four HBCU leaders derived from long interviews;
- (8) Conclusions about the leadership styles of HBCU presidents/chancellors and their effectiveness.

Definition of Terms

For the purpose of this study, the following definitions will be used:

- (1) College president/chancellor: Chief Officer of a college or university.
- (2) Historically black colleges and universities (HBCUs): Colleges and universities founded primarily for African Americans to attend. These institutions are located throughout the United States, with most of them in the southeastern coastal area. There are 118 HBCUs located in 20 states

including the District of Columbia and the Virgin Islands; of these, 89 are four-year public and private institutions, and the other 29 are two-year schools (NAFEO 2002). Please note: The terms African-American and black will be used interchangeably throughout the summary of this study.

- (3) LEAD-Self: Leader Effectiveness and Adaptability Description of Self, an instrument that measures the self-perception of individuals regarding their leadership styles.
- (4) Leader: University/college president or chancellor.
- (5) Leadership style: Refers to the different types of methods used by college presidents/chancellors to operate their colleges or universities and the manner in which the leader influences subordinates. The dominant leadership style as perceived by the college faculty is measured by Hersey's LEAD-Self. The instrument identifies the four leadership styles as follows: S1-Telling Style, High Task and Low Relationship; S2-Selling Style, High Task and High Relationship; S3-Participating Style, Low Task and High Relationship; and S4-Delegating Style, Low Task and Low Relationship (Hersey & Blanchard, 1996).
- (6) Personal Data Inventory: A questionnaire developed by the researcher and his advisor to gather information regarding the leader's personal and institutional characteristics.
- (7) Relationship behavior: The extent to which leaders are likely to maintain personal relationships between themselves and members of their group (followers) by opening up channels of communication, providing

socioemotional support, “psychological strokes,” and facilitating behaviors (Hersey & Blanchard, 1996).

- (8) Secondary style: A leader’s secondary or supporting style(s) is a leadership style the person tends to use on occasion. A secondary style tends to be one’s “back-up” style when one is not using her/his primary style.
- (9) Style adaptability: The ability to alter style appropriately to adapt to varying readiness levels of followers in a specific situation (Hersey & Blanchard, 1996).
- (10) Style range: Style range refers to the total number of quadrants in Hersey’s model in which respondents reported two or more responses.
- (11) Task Behavior: The extent to which leaders are likely to organize and define the roles of the members of their group (followers); to explain what each activity does, when, where, and how tasks are to be accomplished; characterized by endeavoring to establish well-defined patterns of organization, channels of communication, and ways of getting jobs accomplished (Hersey & Blanchard, 1996).

Limitations of the Study

According to the National Association for Equal Opportunity in Higher Education (NAFEO) (2002), there are currently 118 HBCUs in the nation, and four of these are now predominately white. This study included 20 public and 19 private four HBCUs. It included both male and female HBCU leaders, all of whom are African-Americans.

Information was gathered from individual HBCU leaders, who may have biases or prejudices in their perceptions of their own leadership styles. Leadership styles of the leaders were analyzed according to their responses to the questionnaire and the subsequent selected interviews.

These data were primarily obtained from questionnaires; therefore, allowing a certain degree of general limitations that are common in survey research studies. Control over participant response rates was also limited (Fowler, 1988). Because of the nature of qualitative and quantitative analysis, it was not possible to generalize the results of this study and apply them to other populations (Bogdan & Biklen, 1992).

Delimitations of the Study

The delimitations of the study are:

- (1) Leadership style as perceived by the participants in the study was distinguished by constructs developed by Hersey and Blanchard (1996) and items contained in the Leader Effectiveness Adaptability Description of Self (LEAD-Self) (1993).
- (2) Historically black colleges and universities referred to in the research are limited to those located in the United States.

This research is not used to measure the effectiveness or accomplishments of the HBCU leaders.

Summary

The leaders of HBCUs, throughout their history, have played significant roles in the development and preservation of their institutions (McGrath, 1965). A wealth of information on major college and university presidents and their leadership styles exists. However, little has been written about leadership styles and presidents/chancellors of HBCUs in America. College and university presidential leadership style affects every aspect of the institution and impacts everyone including students, faculty, alumni, and regents.

The modern HBCU president has much in common with the clergy of African American churches. The “pastor” of many African-American churches is a charismatic, strong and sometimes authoritarian individual who usually inspires great loyalty. His or her words and view of the world are accepted by the congregation, which follows the pastor’s lead. This description often doubles for HBCU leaders (Fisher & Koch, 1996).

Chapter II

Review of the literature

Introduction

Of the literature on higher education presidential leadership, very little relates directly to African American higher education leaders or leaders of historically black institutions. Much of what we have learned about the majority of college leaders, most of whom have been white, was taken from qualitative methodologies, such as personal interviews and questionnaires. This approach provides information about leaders of colleges and universities and some information about the leadership styles and contributions of black leaders. The focus of this study was to gain information about the leadership styles of African American leaders of historically black institutions.

This section reviews the literature as it relates to the history of HBCUs and focuses on HBCU leaders from the past and in the present. Examined in this study are leadership styles of selected HBCU leaders.

Historical Information on the Birth and Purpose of HBCUs

Black colleges and universities were established in an attempt to provide “separate but equal” higher education for black students at a time when they were largely

unwelcome at other universities in the United States, which were populated predominantly by white students (Carey, 1976). The first three HBCUs were established before the Civil War. Cheyney College, located in Pennsylvania was the first to be established in 1837 (Evans & Evans, 2002).

Most HBCUs were located in the south and were established through the efforts of missionary groups, philanthropists, the African American church, and the Freedman's Bureau. More than half of these institutions were founded during the Reconstruction Period prior to 1890. Until the latter part of the nineteenth century, missionary societies provided the major philanthropic interests among people of color in the South. These societies established schools at the elementary, secondary and college levels. As well, they recruited, trained and sent teachers to staff the schools. In order to support their efforts, members of these societies raised thousands of dollars (Brazzell, 1992).

The Morrill Land Grant Act of 1890 established public historically black land-grant institutions. These institutions were intended to mirror the network of land-grant institutions already established for whites under the Morrill Act of 1862. These two federal acts clearly established the legal basis for separate colleges for black and white students (Bowles & DeCosta, 1971; Turner & Michael, 1978). The remaining HBCUs were founded in the period just before World War I and through the period World War II.

Following the Civil War, HBCUs grew in size, strength, and quality, but still remained isolated from the higher education mainstream. This isolation tends to continue to exist today (Turner & Michael, 1978). The Carnegie Commission on Higher Education (1971) has also recognized this isolation, even though the institutions have begun to emerge from this isolation.

Since the establishment of the original HBCUs their mission has been clearly established. Charles Johnson (1938) articulated a three-fold mission for black colleges: (1) to provide a realistic social awareness of the world of work and living and of the standards of precision and thoroughness which are inherent in a competitive society; (2) to provide the black college graduate with both the moral and technical expertise that would assist in overcoming those disabilities which were felt to be attributable to race; (3) to assist in the development and sustenance of the unique cultural characteristics of the black race. The mission debate now centers on the contemporary purpose of the HBCU, since segregation is no longer a desirable educational goal for the country.

Black students enrolled in black colleges, unlike black students enrolled in white institutions, will develop a unique set of values, a spirit of social service, social conscience, moral sensitivity, and a sense of personal and social responsibility that will remain with them and motivate them after graduation. The overwhelming majority of the leaders of the civil rights movement are graduates of black colleges. It is thought that black colleges increase the students' sensitivities to the need for social justice and the fostering of a strong will to develop a better and more inclusive social order (Cook, 1978).

Academic excellence and social activism were considered the main missions of the black college. HBCU leaders have also played a significant role at the national level. Benjamin Mays, former President of Morehouse College, was a mentor to Dr. Martin Luther King, Jr. as well as a personal friend of Presidents John F. Kennedy and Lyndon B. Johnson. The people of Morehouse College looked to Dr. Mays for leadership, but so did the city of Atlanta and the nation (Carter, 1998).

The HBCU curriculum must be different from that of white colleges so that it bears relevancy to the lives and experiences of the black student (Zinn, 1966; Hamilton, 1967). Cook (1978) suggested that the black college has the same general mission as the white college but with additional special and unique purposes. According to Cook, the black college is about human excellence, the finer education and training of young minds, nourishment of the creative imagination, and reverence for learning. It was also about the development of moral character and the production of better men and women for a more kind, gentle, decent, and open world. However, the debate about the value of predominantly black student bodies continues.

Current Demographic Data of HBCUs

There are 118 historically black colleges and universities in the United States today (NAFEO, 2002). These are colleges and universities that were primarily founded for African Americans' attendance. These institutions are located throughout the United States; however, most of them are located in the southeastern coastal area. They are located in 20 states including the District of Columbia and the Virgin Islands; of these, 89 are four-year public and private institutions, and the other 29 are two-year schools (Table 1).

Table 1

Historically and Predominantly Black Four-Year Colleges and Universities in the United States

State and Institution	Year Established	Type
Alabama (8)		
Alabama A&M University	1875	Public
Alabama State University	1874	Public
Miles College	1905	Private
Oakwood College	1896	Private
Selma University	1878	Private
Stillman College	1876	Private
Talladega College	1876	Private
Tuskegee University	1881	Private
Arkansas (3)		
Arkansas Baptist College	1901	Private
Philander Smith College	1877	Private
University of Arkansas, Pine Bluff	1873	Public
Delaware (1)		
Delaware State College	1891	Public
District of Columbia (2)		
Howard University	1867	Private
University of District of Columbia	1951	Public

Table 1 (continued)

State and Institution	Year Established	Type
Florida (4)		
Bethune-Cookman College	1904	Private
Edward Waters College	1866	Private
Florida A&M College	1887	Public
Florida Memorial College	1879	Private
Georgia (10)		
Albany State College	1903	Public
Atlanta University	1865	Private
Clark College	1869	Private
Fort Valley State College	1895	Public
Morehouse College	1867	Private
Morehouse School of Medicine	1978	Private
Morris Brown College	1881	Private
Paine College	1882	Private
Savannah State College	1890	Public
Spellman College	1881	Private
Kentucky (2)		
Kentucky State University	1886	Public
Simmons University Bible College	1886	Private

Table 1 (continued)

State and Institution	Year Established	Type
Louisiana (5)		
Dillard University	1869	Private
Grambling State University	1901	Public
Southern University, Baton Rouge	1880	Public
Southern University, New Orleans	1956	Public
Xavier University	1917	Private
Maryland (4)		
Bowie State University	1865	Public
Coppin State College	1900	Public
Morgan State University	1867	Public
University of Maryland, Eastern Shore	1886	Public
Mississippi (5)		
Alcorn State University	1871	Public
Jackson State University	1877	Public
Mississippi Valley State University	1946	Public
Rust College	1866	Private
Tougaloo College	1869	Private
Missouri (2)		
Harris-Stowe State College	1857	Public

Table 1 (continued)

State and Institution	Year Established	Type
Lincoln University	1866	Public
North Carolina (11)		
Barber-Scotia College	1867	Private
Bennett College	1873	Private
Elizabeth City State University	1891	Public
Fayetteville State University	1877	Public
Johnson C. Smith University	1867	Private
Livingstone College	1879	Private
North Carolina A&T State University	1891	Public
North Caroline Central University	1910	Public
St. Augustine's College	1867	Private
Shaw University	1865	Private
Winston-Salem State University	1892	Public
Ohio (2)		
Central State University	1887	Public
Wilberforce University	1856	Private
Oklahoma (1)		
Langston University	1897	Public

Table 1 (continued)

State and Institution	Year Established	Type
Pennsylvania (2)		
Cheyney University	1837	Public
Lincoln University	1854	Public
South Carolina (6)		
Allen University	1870	Private
Benedict College	1891	Private
Clafflin College	1869	Private
Morris College	1908	Private
South Carolina State College	1896	Public
Voorhees College	1897	Private
Tennessee (6)		
Fisk University	1867	Private
Knoxville College	1875	Private
Lane College	1882	Private
LeMoyne-Owen College	1862	Private
Meharry Medical College	1876	Private
Tennessee State University	1812	Public
Texas (8)		
Bishop College	1881	Private
Huston-Tillotson College	1876	Private

Table 1 (continued)

State and Institution	Year Established	Type
Jarvis Christian College	1912	Private
Paul Quinn College	1872	Private
Prairie View A&M University	1876	Public
Texas College	1894	Private
Texas Southern University	1947	Public
Wiley College	1873	Private
Virgin Islands (1)		
College of the Virgin Islands	1962	Public
Virginia (5)		
Hampton University	1868	Private
Norfolk State University	1935	Public
St. Paul's College	1888	Private
Virginia State College	1882	Public
Virginia Union University	1865	Private
West Virginia (1)		
West Virginia State College	1891	Public

Sources: NAFO, 2002; U.S. Department of Health, Education and Welfare, National Center for Education Statistics, "Institutional Characteristics of Colleges and Universities: 1976-77" and *The 1984 Higher Education Directory*. Washington, D.C.: Higher Education Publications, Inc., 1984 (as cited in Waters, 1993)

Despite the political condition of guaranteeing equal opportunities for black students in predominantly white colleges and universities, the colleges provide an atmosphere embracing African American traditions and culture. Even though black

students are recruited and welcomed at colleges and universities with a diverse student body, black students are in the majority at HBCUs. Therefore, competition with other cultures is basically eliminated. This makes the academic experience a very different one from that of students at colleges with diverse student populations.

The positive effect of HBCUs on their black graduates cannot be argued. Studies have demonstrated that students who have graduated from HBCUs account for some of the most successful African American graduates. This includes producing 85% of minority physicians, 75% of minority Ph.D.'s, 75% of minority officers of the armed services, 50% of minority executives, 85% of minority federal judges (including the late Thurgood Marshall), 85% of minority lawyers, and the majority of secondary teachers (United Negro College Fund, 1990).

Problems Faced by HBCUs Today

The problems of HBCUs today include financial instability, lack of prioritization by state legislative bodies, and a lack of community support from the communities in which the HBCUs are located (Wesley, 1997). The financial problems that consistently plague HBCUs seem endless. In most HBCUs, if not all, the constant search for funding to remain competitive is a vital part of the president's job description.

Fundraising draws more and more of the leader's time, so much so that turnover is now problematic at some schools. Fund raising is often dependent upon alumni support. According to former Representative J. C. Watts, (R-OK), "his alma mater, the University of Oklahoma has had ... more than \$700 million worth of construction over

the past four years... most of the HBCUs, they just don't have that kind of alumni capacity." (Scott, 2002, p. 17-A).

Lawrence Waters' (1993) analysis of 47 leaders of historically black institutions found that lack of adequate resources was indeed cited as the basis for many of the problems in providing effective leadership to these institutions. The two major difficulties were to improve human resources and fiscal resources. Financial support was indicated as the main way to eliminate most difficulties. Financial support needs included increased state and federal monies, more generous support from alumni, corporate ties, and better development offices. The African-American leaders noted that these support systems were common in other institutions but not necessarily for black institutions.

The struggle for HBCUs to remain competitive is rooted in the struggle of African Americans to attain equality. As a result, this struggle is not just economic; it is also a struggle for social acceptance and respect. Both blacks and whites hold this perception of inequality. Many graduates of HBCUs report that they earned their bachelor's degree at a black university but follow up quickly by adding that they earned their masters and doctorate degrees at white universities, implying more pride in the white university backgrounds (Waters, 1993). However, students in HBCUs reported more satisfaction than their white counterparts in traditionally white institutions (Wesley, 1997).

Waters (1993) found that significant responses to difficult issues included external attacks made on the image and quality of historically black institutions, recruiting and retaining quality faculty, staff and students, and creating an environment that satisfies faculty, students and alumni. Unjust criticism targeted at HBCUs and the constant struggle to diminish the effects of the criticism on campus was a major dislike of 40 of

the 47 respondents. Also, regarding mentorship, students attending HBCUs believe in the importance of having a mentor (Hickson, 2002). However; in general, students responding to this study did not believe the mentor's race to be of great importance.

Other responses included the low level of trust and confidence in a black administration and the frequent reminder that, somehow, whatever blacks do is done less well than whites. There was a major problem with the never-ending discussion regarding the relevancy of the historically black institution therefore, its need. The decline in the number of public black institutions is of major concern. In fact, the decline in the number of public black institutions is due both to financial pressure and to political pressure to integrate (Crayton, 1980).

Theoretical Constructs of Leadership

There are many different types of leaders. Leadership research conducted prior to World War II focused on recognizing leader personality characteristics (Bass, 1981). Later, leadership theorists argued leadership depends upon the current condition, and had nothing to do with personality characteristics. Eventually, leadership theorists adopted the position that personality characteristics and the condition act together to determine how successful leaders will be within organizations.

Burns (1978) discussed leadership in terms of opinion, group, party, and the legislative and executive roles within American society. Referring to executive leadership as it relates to the presidency of the United States, the leader with a compelling cause has an extraordinary influence over followers. The leader's followers, fortified by moral

inspiration and admiration for their leader, later become leaders themselves. While good leaders typically enjoy being loved by their followers, they cannot expect unilateral devotion. They must be willing to make enemies.

This situation may especially develop in the educational field when a newly appointed leader arrives from the business community. The former business executive may be better prepared for the top educational office but find it difficult to be respected by faculty members with long-standing experience in the field (Fisher, 1984). In a wide variety of educational settings, research indicates leaders' views of their leadership may not be consistent with those that are expected to follow, suggesting the possibility of friction. In a study of Oklahoma child care settings comparing defined levels of quality, such was the case (Tabor, 2001).

Leadership Styles

Within the leadership literature, leadership is often discussed in terms of leadership styles. According to constructs that grew out of the Ohio State Leadership Studies of the 1950s under Shartle, Hemphill, and Stogdill, which resulted in the Leadership Behavior Development Questionnaire (LBDQ; Stogdill, 1974) these styles include democratic/autocratic, participative/directive, relations/task oriented, initiating structure/consideration, and laissez-faire/motivation to manage. Each style (or dichotomy) is placed on a continuum of constructs.

Situational Leadership

Prior to World War II, leadership research focused on ascertaining personality traits of leaders (Bass, 1981). Later, leadership theorists argued leadership is dependent upon the situation and had nothing to do with personality traits. Ultimately, leadership theorists agreed that personality traits and the situation interact to determine how successful leaders will be within organizations (Fiedler, 1967a).

Hersey (1993) states that after years of research, effective leadership has increasingly been found to be situational in nature. Leadership behavior should change depending upon the circumstances confronting members of the organization. The most effective leadership depends upon whether the leader utilizes a task or relations orientation when supervising staff. According to Yukl (1994), the magnitude of contextual features is emphasized in the situational approach. These features may include: (1) the characteristics of the work performed by the group, (2) the nature of the external environment, and (3) follower characteristics.

The LEAD-Self Instrument (Hersey, 1993) research suggests that the longer the length of tenure of a leader at the present college, the more likely s/he is to stand by one or two main leadership styles. The findings suggest that the more adaptable the leader's leadership style, the more influence they have on external communities (Wen, 1999).

The Leader Effectiveness and Adaptability Description (LEAD-Self) (Hersey & Blanchard, 1993), one of the two subtests of Leader Effectiveness and Adaptability Description, is based on Hersey and Blanchard's Situational Leadership Theory (1996). The LEAD-Self was designed to measure self-perception of leader's behaviors (Wen,

1999). Hersey and Blanchard (1996) identified four basic leader behavior styles based on the equally important variables of task (i.e., telling when, where, what and how to do something) and relationships (i.e., providing socio-emotional support along with psychological strokes and facilitating behaviors). The four basic leadership styles according to their theory are (a) S1 - High Task/Low Relationship (telling); (b) S2 - High Task/High Relationship (selling); (c) S3 – High Relationship/Low Task (participating); and, (d) S4 – Low Relationship/Low Task (delegating).

In a large study of college and university leadership, Astin and Scherrei (1980) found that presidential and administrative styles were related to various faculty and student outcomes. They identified the following leadership styles: (1) the bureaucrat, who is likely to communicate with other top administrators and intermediaries rather than with those individuals who might be involved directly. This leader is seen by faculty as remote and not open; (2) the intellectual, who is distinguished by consistent communication with faculty and other administrators; (3) the egalitarian, who communicates regularly not only with faculty and students but with other individuals who are rarely seen by top administration, including financial aid offices, the registrar and potential donors. These leaders may be perceived as so accessible they may be perceived as non-authoritarian; and (4) the counselor who may be distinguished by his/her preference for dealing with others on an informal basis and through personal conversations. These presidents tended to be older and to have held their office for a longer period of time than their counterparts in the preceding three categories.

Kerr and Gade (1986) suggested four models of presidential leadership characterize the college presidency. The leader placed in a hierarchical position is at the

power core, s/he possesses complete administrative authority as well as personal responsibility. The model does recognize that this person would be required to respond to a board of some kind. Secondly, the president in the hierarchical consensus model had less authority to make decisions, yet is at the center of power in that s/he is responsible for facilitating the deliberations among other entities holding power and; therefore, must utilize all forms of persuasion and negotiation in order for any decisions to be made. Thirdly, the polycentric model of leadership suggests that the college governance process originates outside the institution. For example, federal and state governments' courts, the press, alumni and other interest groups may have just as much power as the president. Therefore this president is one of but many factions holding power. S/he must be skillful at building coalitions, bargaining and be politically shrewd. Finally, in the organized anarchy/atomistic model, the president's role is minor and his/her power and influence is limited as the college/university is aimless in direction, and probably fluid in nature. These institutions are difficult to lead, and the leader's primary responsibility is to serve as more or less a guardian of the organization.

Leadership Constructs

Blank (1995) argued that attempts to identify leadership style really do not serve any purpose, as no one can foresee the future. Instead, leaders should focus upon paying attention to their potential followers and remember that leaders think differently from others. Notions of leadership "style" have currently evolved into the idea of leadership behaviors.

The “good” leader integrates information in new ways, and moves beyond what worked in the past (Blank, 1995; Capowski, 1994). However, in the process, the leader must balance his/her actions with the thinking of the followers. Leadership ability is not “inborn”, it is a trait that can be cultivated (Fisher, 1984).

Rather than leadership style, Kouzes and Posner (1995) suggest the following leadership constructs (these constructs are pertinent leaders of all organizations) are worthy of scrutiny: (1) challenging the process; (2) inspiring a shared vision; (3) enabling others to act; (4) modeling the way; and (5) encouraging the heart. To challenge the process requires people to venture beyond the status quo.

Regarding challenging the process, Kouzes and Posner (1995) suggest leaders voluntarily search for the chance to grow, innovate and develop. Leaders are also risk takers. Regarding inspiring a vision, these authors suggest leaders want to do something of critical importance, and they are able to do this by enlisting the aid of others. They are able to generate accomplishments by appealing to others' ideals, interests, hopes and dreams. Regarding enabling others to act, leaders distribute power; they help their followers feel powerful. Leaders model the way by setting an example. They are trustworthy. They are able to accomplish this by following through with commitments while including the followers in the process. They are not afraid to complete the menial tasks that others in the organization are required to do. To encourage the heart, leaders recognize each individual's contributions to project success, and they celebrate accomplishments.

According to Chemers (1997), when leadership theories focus upon the “romance” of leadership, too much attention is placed on the leader as the cause of

everything that happens within the organization. Chemers argued that the roles of culture and gender are important factors influencing the role of leadership in organizations. Especially important in considering culture are the roles values play, and how these values influence the needs and expectations of the followers. Also important is that relationship structures and interpretation of behaviors vary by culture.

To summarize current thinking regarding leadership, leaders are able to articulate a vision for their organizations, set goals, and enable their followers to create their organizations themselves. In order to effectively lead, leaders must create trust among their followers. They must have a passion for their organization, and create passion in their followers (Bolman & Deal, 1995; Capowski, 1994; Kouzes & Posner, 1995).

When defining leadership in terms of higher education leadership, Kerr and Gade (1986) discuss a model that includes hierarchical, collegial consensus, polycentric and organized anarchy/atomistic decision-making. Neumann and Neumann (1999) describe three higher education leader styles associated with successful institutions. Their study examined presidents/chancellors of private liberal arts colleges. The study researchers noted that “maintainers” were associated with declining institutions, while “integrators” and “net-casters” were associated with successful institutions. The higher education leader must be an agent of change. According to Bargh, Boccock, Scott and Smith (2000) the notion of university leader as a critical change agent is consonant with recent analysis which portrays American education as a commodity, rather than its original intended purpose. From this perspective, higher education leadership is increasingly focused on employers rather than students.

*President/Chancellor Cultural Kinship and
Its Effect on Leadership Style*

The traditionally strong leadership style of the black culture, including the role of the minister as a benevolent spokesperson and mentor has had its effect upon HBCUs. Historically, the black minister has had a role of high respect and trust from the black community. However, Fisher and Koch (1996) indicate that African American leaders do not, in fact, exhibit characteristics different from any other group of leaders; a finding in some dispute due to the small amount of research on black leaders.

The truth, however, is that characteristics of effective leadership are androgynous. Neither men or women, nor Caucasians, African Americans, Asian Americans, or Hispanics consistently exhibit innate leadership qualities indicating superiority over any other group. The major lesson of this review is that the principles of power and leadership can be learned, as can the means for exercising those principles (Fisher and Koch, 1996).

Cole (1982) found that the only significant difference in black presidents/chancellors' leadership style was dependent upon whether the HBCU was private or public in nature. This same research indicated that gender and race sometimes do affect the college presidency, though not necessarily in the preconceived fashion that some individuals may believe. Unfortunately, most of the research on college president leadership characteristics focused on the majority of the college leaders in the total sample, namely Caucasian males. Very little research on leadership characteristics of any one minority group, including African American presidents exist (Merriam, 1988).

One of the difficulties with finding or conducting research on African American college presidents/chancellors is the fact that the sample pool is so small. In 1993, less than five percent of college leaders were African American, representing only a slight increase since 1983. The numbers of women in presidencies has increased dramatically in a similar time period. In 1970 only six percent of college leaders were women, and by 1993, the number had doubled to 12 percent (Fisher and Koch, 1996). Although the percentage has grown, the incidence of African American's leading a white majority institution is still appallingly low. In 1991 only about two percent of predominantly white colleges were led by African American presidents. It continues to be argued that African American presidents are disadvantaged in political, fund-raising, and alumni responsibilities (Fisher and Koch, 1996).

Not until the 1960s was a significant segment of the African American college population integrated into predominantly white colleges and universities. As the percentage of African American college presidents grows, the availability of accurate research will increase. Only the naïve among us would deny that governing boards give consideration to leadership style and characteristics over race and gender. As the research increases, it is possible that the action of matching the competence to a good fit with the institution will become more common than selecting based on the "look" of the leader.

Although there is little research to support this statement, one of the propositions suggested that would justify not appointing members of minority groups to college presidencies is that minority administrators in general, and women and African Americans in particular, have managerial styles that differ from those of Caucasian males. The direct implication is that these differing styles are less productive and less

conducive to good management than styles associated with Caucasian males. However little reliable and replicable scientific research has been completed on the managerial styles of African American leaders and college presidents/chancellors. Most discussion of the managerial styles of African American managers and college leaders is impressionistic and anecdotal. In fact, the little research that exists indicates no substantive differences in the fundamental leadership practices of Caucasian and African American managers (Fisher & Koch, 1996). Again the studies are so few that patterns are difficult to ascertain.

The majority of African American college presidents/chancellors serve at HBCUs. Those African Americans who have served as presidents of predominantly white institutions have not been studied systematically. The perception that the African American is an affirmative action appointee rather than a valid selection based on leadership skills gets in the way of a relationship with the academic and support communities. It is argued that African American presidents of majority institutions must perform above average in order to avoid criticism. They must always consider the public messages that they send and the symbolic gestures that they make. In contrast, the roles and styles of African Americans, occupying the presidencies of HBCUs, are usually quite different. Their constituents often view their leaders as mediators with, and protectors from the Caucasian power structure. However, clear research on this characteristic has not been documented. The role within the HBCU campus and external to the campus may be different. For this reason, some leaders are occasionally seen as speaking with two disparate voices—one for their external public and the other for their internal public (Fisher & Koch, 1996).

Loyalty to the race, as a perception of the African American president/chancellor “going to war” against the discriminations of the external environment, may play a big part in painting the leadership style of the African American leader. The African American president/chancellor can use loyalty to the race as an effective and powerful tool for change. Although HBCU leaders may have fewer resources with which to work than Caucasian leaders, they often have a greater ability to mold those resources and transform their institutions. This may, therefore, appear to be more effective within the HBCU community and less effective without (Fisher & Koch, 1996).

Jencks and Riesman (1967), Jones (1973) and Willie and MacLeish (1976) found that many black colleges were led by presidents/chancellors with a paternalistic dictator leadership style. However, Waters’ (1993) research indicated a hierarchical leadership style in private black institutions but a leadership style that included collegial consensus in public black institutions.

The little research that has been conducted on differences regarding leadership styles of different races is generally of marginal importance. Perhaps this is because so little research on minority presidents is available, or perhaps this is true regardless of the cultural background. However, a variety of styles are capable of using the fundamental sources of leadership and power. The existing research to date indicates that not all leaders will use the same strategies, but a wide variety of styles are available to all leaders.

Chapter III

Methodology

Introduction

The purpose of this study was to develop a profile of Historically Black College and University leaders' self-perceived leadership styles and the leaders' self-perceived impact on their institution's success. This chapter outlines the methods and procedures used in the study. More specifically in this chapter the research design, population and procedures, instruments, definition of terms and limitations and delimitations of the study, and data analysis procedures will be discussed.

Research Design

Dominant-Less-Dominant Design

The dominant-less-dominant design was used in this study (Creswell, 1994) to determine the leadership styles of HBCU leaders and their perceptions of their effectiveness and impact on their institution's success. In this particular configuration of dominant-less-dominant design, quantitative methods were combined with qualitative

methods to research the topic. Quantitative data can have traditional uses in a qualitative study (Bogdan & Biklen, 1998).

It is advantageous to a researcher to combine methods to better understand a concept being tested or explored (Creswell, 1984). This design helped by analyzing the research from a quantitative data collection standpoint and it provided a qualitative component to the study by interviewing the institutional leaders. The advantage of this approach is that it presents a consistent paradigm picture in the study and still gathers limited information to probe in detail one aspect of the study (Creswell, 1994).

A classic example of the dominant-less dominant research design approach is a quantitative study based on testing theory in an experiment with a small qualitative interview component in the data collection phase. According to Creswell, one might engage in qualitative observations with a limited number of informants, followed by a quantitative survey of a sample from a population (1994).

The idea of combining qualitative and quantitative approaches in a single study owes much to past discussions about mixing methods, linking paradigms to methods, and combining research designs in all phases of a study (Creswell, 1994). By 1978 Denzin used the term triangulation, a term borrowed from navigation and military strategy, to argue for the combination of methodologies in a study of the same phenomenon (Creswell, 1994). A combined method study is one in which the researcher uses multiple methods of data collection and analysis (Jick, 1979). Grant and Fine (1992), for example, cited numerous illustrations of combinations in literature, ranging from observations supplemented with structural, quantitative observations, the mixing of ethnography and

experimental research, and the successful combination of survey research and qualitative procedures.

Study participants were assigned to comparison groups based upon employment in public or private institutions. Relationships between variables were calculated between results from the Leader Effectiveness and Adaptability Description (LEAD-Self) (Hersey & Blanchard, 1993) and the Personal Data Inventory. Results from the Personal Data Inventory were categorized as Leader Personal Demographics, Leader Educational Background, and Leader Effectiveness.

Procedures

A random sample was used. Simple random sampling is the basic sampling method employed in statistical computations of social research (Babbie, 1995). Each of the 118 potential four-year HBCUs were assigned a number and entered into a statistical package to generate 60 institutions for the research. When the sampling frame is in a machine-readable form, i.e., computer disc or magnetic tape - a simple random sample can be selected automatically by computer. In effect, the statistical program numbers the elements in the sampling frame, generates its own series of random numbers, and prints out the list of elements selected (Babbie, 1995).

The primary data gathering method utilized was the mailed survey and questionnaire. The primary advantages of the mail survey method, as noted by Oppenheim (1992), were low cost, lack of interview bias, and ability to include a large population. The biggest disadvantage of mail surveys for data collection is the possibility

of a low return rate, lack of control over the responses to questions, lack of researcher-respondent feedback, and incomplete responses and questionnaires (Wen, 1999). One other disadvantage of the mailed questionnaire method is that reminder letters can be sent out after initial waiting period, but this is no guarantee that response rates will be greatly enhanced (Fowler, 1988).

Each participant was mailed a packet that included a letter of invitation (see Appendix A) describing the study's purpose and requesting participation. (The researcher included a stamped envelope for participants' return purposes.) A return letter of consent to participate in the interview was included in the packet (see Appendix B). The Oklahoma State University Institutional Review Board (IRB) form was completed and permission granted before any documents were mailed to any prospective participants. A copy of this form can be found in Appendix C. A sample potential recruitment letter for the Institutional Review Board purposes is also included in Appendix A. Permission to use the Leader Effectiveness and Adaptability Description Self scale (LEAD-Self, 1993) in order to identify leadership styles was obtained from the Center for Leadership Studies, Inc (see Appendix D). However, permission to reformat the LEAD-Self (1993) was not granted by the copyright owner. A letter to this effect is included in Appendix D. The reader is directed to the Center for Leadership studies to observe or purchase a copy of the instrument used in this study. The Personal Data Inventory (developed by the researcher with assistance from his dissertation advisor) is located in Appendix E. A letter of endorsement from a widely-respected senior president of a four-year Historically Black College/University encouraging all presidents/chancellors to participate was obtained. On that same president's behalf, a

second letter of endorsement and encouragement to complete and return the questionnaire and inventory was sent 30 days after the initial mailing (see Appendix F). Again, the researcher included a stamped envelope to return the documents.

Upon return, the surveys were coded to record whether the response was from a public or private institution. Following that instruments were scored and data analyzed. Leaders of 39 four-year public and private HBCUs completed a questionnaire regarding their leadership styles. From these results a primary leadership style was determined.

Quantitative Phase

This study was conducted in two steps. During the first step quantitative results from the survey and personal data inventory were obtained and analyzed. Participants completed a questionnaire designed to capture elements of each leader's style and adaptability. A survey of this nature provides a quantitative or numeric description of some fraction of the population—the sample—through data collection process of asking questions of people (Fowler, 1988). This data collection in turn enables a researcher to generalize the findings from a sample of responses to a population (Creswell, 1994).

Frequency counts, means, correlations, chi-square, and one-way analysis of variance equations (ANOVA) were used to analyze the data. Interviews were utilized to provide a more detailed analysis of how the leaders lead their colleges and universities. This allowed the researcher to determine the leader's leadership style, provided relevant personal and educational background information regarding the leader as well as information indicating how these leaders felt about issues that affected their institutions.

Qualitative Phase

In the study's second phase (the qualitative phase), of the 39 leaders that participated in the study, ten were willing to participate in the extended interview process. Four institutional leaders were selected to answer a series of questions either in person, by written response, via email or by telephone. Equal representation of public and private HBCUs was sought. Therefore, two of the institutions selected were publicly funded and two were privately funded. Although only four of the participating presidents/chancellors were women, in order to have equal gender representation, two men and two women were selected. Of the seven males available, participants were randomly drawn, representing public and private institutions equally. Only one woman was available from a publicly funded college, so she was included. Two women were available from the privately funded institutions and they completed the questions by written response. Three of the interviews were completed by written response, as this method was more convenient for the participants. One interview was conducted in person.

Qualitative interviewing is an extremely versatile approach to doing research. Qualitative interviewers listen to people as they describe how they understand the world in which they live and work (Rubin and Rubin, 1995). A qualitative research interview seeks to cover both a factual and meaning level of the data, and it is usually more difficult to interview on a meaning level. The interviewer must register and interpret what is said as well as how it is said, and must be the observant of—and able to interpret—vocalization, facial expressions, and other bodily gestures (Kvale, 1996). This

investigative process was selected because it is most useful in presenting basic data about areas of education where little research has been conducted (Merriam, 1988).

Population

A list of historically black colleges and universities came from the National Association for Equal Opportunity in Higher Education, 2002, White House Initiative on HBCUs. Data (NAFEO, 2002) indicates the presence of 118 identified historically black colleges and universities in the United States. Therefore, approximately one half of these institutions' leaders were contacted regarding participation in the study.

Study participants presidents or chancellors of historically black colleges and universities in the United States. Colleges and universities were public and private four-year institutions. A total of 60 randomly selected college and leaders were contacted. Of the 60 leaders contacted, 39 responded, for a return rate of 65%. Of the total number of respondents, 20 (52%) of the study population represented public institutions, and 19 (48%) represented private institutions. Thirty public leader institutions were contacted, for a return rate of 67% from that group. As well, 30 private leaders were contacted for a return rate of 63% from that group. A table representative of the population, the random sample and the return rates by funding sector follows.

Table 2

Study Population

Potential Population	118		
	Overall Number Contacted	Response	Return Rate Percentage
Total Random Sample	60	39	65%
Public HBCUs contacted	30	20	67%
Private HBCUs contacted	30	19	63%

Instruments

The LEAD-Self

The Leader Effectiveness and Adaptability Description (LEAD-Self) (Hersey & Blanchard, 1993), one of the two subtests of Leader Effectiveness and Adaptability Description, is based on Hersey and Blanchard's Situational Leadership Theory (1996). The LEAD-Self was designed to measure self-perception of leader's behaviors (Wen, 1999). The LEAD-Self survey is made up of 12 questions concerning leadership situations in which participants are asked to select one of four actions that represent the behavior they feel is appropriate and would most closely describe their own behavior in that situation. Each question has four possible answers that describe four possible leadership styles. The LEAD-Self was designed to measure self-perception of four

aspects of leader behavior: (1) Primary style; (2) Secondary style; (3) Style range; and (4) Style adaptability.

The LEAD-Self measures specified aspects of leadership behavior in terms of the Situational Leadership theoretical model. Greene (1980), in an executive summary of the LEAD instrument, found a correlation of .67 between the adaptability scores of managers and the independent ratings of their supervision. Based on these findings he concluded the instrument to be empirically sound.

Walter, Caldwell and Marshall (1980), established two measures of internal consistency that yielded reliability coefficient of .81 and .61 for the sub-set LEAD-Other. Their findings also provided support for the use of different leadership styles by administrators, as did the findings of Young (1993).

The LEAD-Self measures specified aspects of leader behavior in terms of the Situational Leadership theoretical model. The LEAD-Self scoring scale was originally designed to serve as a training instrument, and the length of the scale (12 items) and time requirement (10 minutes) clearly reflect the intended function (Greene, 1980).

The LEAD-Self was standardized on the responses of 264 managers constituting a North American sample. Hersey and Joseph used the responses of 264 managers, ranging in age from 21 to 64, to standardize the LEAD-Self (Mitchell, 1985). The instrument is designed to inquire about the description, weaknesses, effectiveness and influences on each president/chancellor's leadership style. The concurrent validity coefficients of the 12 items ranged from .11 to .52. In another study, a significant correlation of .67 was found between the adaptability scores of the managers and the independent ratings of their supervisors (Mitchell, 1985). Item analysis data and reliability data were also

collected on the sample of 264 managers. Each response option met the operationally defined criterion of less than .80 with respect to selection frequency (Greene, 1980).

Greene (1980), in an executive summary of the LEAD instrument, found a correlation of .67 between the adaptability scores of managers and the independent ratings of their supervisors. Based on these findings he concluded the instrument to be empirically sound. Greene also found the instrument's stability to be moderately strong. In two administrations across a six-week interval, .75 of the managers maintained their dominant style and .71 maintained their alternative style. The contingency coefficients were both .71 and each was significant ($p < .01$). The correlation for the adaptability scores was .69 ($p < .01$). The LEAD-Self scores remained relatively stable across time, and the user may rely upon the results as consistent measures (Greene, 1980).

Walter et al. (1980) established two measures of internal consistency that yielded reliability coefficients of 0.81 and 0.61 for the sub-set LEAD-Other. Their findings also provided support for the use of different leadership styles by administrators, as did the findings by Young (1993).

The Personal Data Inventory

The Personal Data Inventory used in this study consisted of 17 questions. The inventory was designed to obtain relevant information about the leader's personal and educational characteristics, as well as information pertinent to their institutions and the leader's effectiveness (See Appendix D). This was also designed to help determine if there were relationships between the personal characteristics and leadership styles of the

participating leaders. The researcher and his advisor developed the Personal Data Inventory. Included within the Personal Data Inventory were five long interview questions designed to obtain in-depth insight and information regarding their leadership styles from the leaders. These questions added the qualitative component to the study to record the leaders who chose to participate, personal feelings on leadership, factors contributing to their leadership style and issues regarding guiding a Historically Black College or University. However, study participants were given the option of accepting or declining the personal interview.

Analysis of Data

Research question one was answered using frequency counts to tabulate demographic information. Question two utilized frequency counts to indicate the characteristics of the primary leadership styles, style ranges, number of secondary styles and adaptability of leadership styles. Question three was analyzed by using chi-square tests and correlations to calculate the personal characteristics derived from the personal data inventory with leadership style. The chi-square is a test of significance of the proportion of variables to one another (Ary, Jacobs, & Razavieh, 1985). In other words, the test indicates whether there is a significant relationship between two variables based upon their frequency of occurrence. Power was set at .05 as the difference between groups was expected to be somewhat large, and in general practice, p is typically set at .05 (Gall, Borg, & Gall, 1996). Calculations were computed through the use of the SPSS statistical software package.

Question number four was answered via in-depth interviews in which four participants were probed individual leadership style in-depth. Leaders had the option to answer by phone interview, personal interview, e-mail or in written form. This component of the research helped the researcher retrieve an in-depth view from the president/chancellor's private, personal perspective on leadership and the uniqueness of leading a Historically Black College or University.

Chapter IV

Presentation of Data

Introduction

The purpose of this study was to determine the self-perceived leadership style of selected presidents/chancellors at historically black colleges and universities. The leadership styles of selected HBCU leaders were examined in this study. Also examined were the personal characteristics of each leader as well as their influence and impact upon their institutions and community. The study was designed to provide a better understanding of the HBCUs president/chancellor's leadership style and the significance of his or her style as it related to the self-perceived influence on institutional success and influence on campus.

Research Questions

The findings of the research were based on responses from 39 out of 60 (65%) respondents from participating four-year public and private historically black colleges and universities and personal interviews/correspondence with four individual respondents. Specifically, the questions asked in the study were: (1) What are the

demographic profiles of the presidents/chancellors of HBCUs?; (2) What leadership styles are evidenced by the presidents/chancellors of HBCUs?; (3) Is there a relationship between the perceived leadership style and the personal characteristics of the presidents/chancellors of HBCUs?; and (4) What factors contribute to the leadership styles of presidents/chancellors of HBCUs?

This chapter presents responses from the Personal Data Inventory including personal and educational demographics, LEAD-Self results, and factors contributing to the president/chancellor's leadership style. The collected data was analyzed using frequency counts, means, correlations and chi-square analysis.

Question One

The first question asked, "What are the demographic profiles of presidents/chancellors of HBCUs?" Regarding the leaders' personal demographics, the reader is referred to Table 3.

Leader's Title

According to the Personal Data Inventory, most participants described their positions as "President." Of the 39 responding, 37 (94.9%) were "President, and two indicated their position is entitled "Chancellor" (5.1%). As the leader's title was considered to be irrelevant to any further analysis, after its appearance in Table 3, further references to this variable in terms of statistical analysis will cease. However, as two participants were called chancellors, study participants will continue to be referred to as presidents/chancellors.

Table 3

Frequencies and Percentages for Leader's Personal Demographics N = 39

Leader Personal Demographics	Frequency	Percentage
Gender ^a		
Male	35	89.7
Female	4	10.3
Total	39	100
Race ^b		
African- American	37	94.9
Caucasian	0	0
Hispanic	0	0
Other	0	0
No response	2	5.1
Total	39	100
Age ^c		
30 – 39	0	0
40-49	4	10.3
50 –59	20	51.3
60 – 70	13	33.3
71 or over	2	5.1
Total	39	100
Marital Status ^d		
Single	8	20.5
Married	31	79.5
Total	39	100
Birth Region ^e		
Southeast	27	69.2
Plains	0	0
Rocky Mountains	0	0
New England	0	0
Mid-Atlantic	6	15.4
Great Lakes	2	5.1
Southwest	2	5.1
Far West	2	5.1
Total	39	100
Political Affiliation ^f		
Democrat	29	74.4
Republican	0	0
Independent	9	23.1
Other	0	0
No response	1	2.6
Total	39	100

Table 2 Personal Data Variables ^a (1) = male; (2) = female ^b (1) = African American; (2) = Caucasian; (3) = Hispanic; (4) = other ^c (1) = 30 - 39; (2) = 40 - 49; (3) = 50 - 59; (4) = 60 - 70; (5) 71 or over ^d (1) = single; (2) = married ^e (1) = Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV); (2) = Plains (IA, KS, MN, MO, NE, ND, SD); (3) = Rocky Mountains (CO, ID, MT, UT, WY); (4) = New England (CT, ME, MA, NH, RI, VT); 5 = Mid-Atlantic (DE, DC, MD, NJ, NY, PA); 6 = Great Lakes (IL, IN, MI, OH, WI); 7 = Southwest (AZ, NM, OK, TX); 8 = Far West (AK, CA, WA, OR, HI, NV) ^f (1) = Democrat; (2) = Republican; (3) = Independent; (4) = Other

Gender

The participants in the study were HBCU presidents/chancellors from across the nation. Out of 39 responses relating to the gender of the leader, 35 were male (89.7%) and four were female (10.3%).

Race

Participants described their race as primarily African-American according to the survey. Of the 39 responding, 37 (94.9%) were African-American, and two answered “no response” (5.1%).

Age

Participants were primarily 50 - 59 years old. Twenty respondents listed 50-59 as their age range (51.3%), or over half the participants. Four listed their age as 40 - 49 (10.3%), 13 as 60 - 70 years of age (33.3%) and two as 71 or more years of age (5.1%). There were no leaders in the 30 - 39 year range.

Marital Status

Participants responding to this question reported their marital status as follows: 31 (79.5%) were married and eight (20.5%) were single.

Birth Region

HBCU leaders reported they were from the following regions of the United States: 27 (69.2%) reported being from states in the southeast region, six (15.4%) were from Mid-Atlantic states, two (5.1%) were from the Great Lakes region, two (5.1%) were from southwestern states, and two (5.1%) were from the Far West. There were no leaders born in the Plains region, the Rocky Mountains or New England.

Political Affiliation

Of the respondents surveyed, 29 (74.4%) were members of the Democrat party, nine (23.1%) were Independents, and one (2.6%) replied “No response.” None of the leaders were members of the Republican party.

Regarding the leaders’ educational demographics, the reader is referred to Table 4.

Highest Degree Earned

Responding leaders at HBCUs indicated their terminal degree to be that of the Doctor of Philosophy (Ph.D.). Twenty-six (66.7%) indicated Ph.D., eight (20.5%) Doctor of Education (Ed.D.), two (5.15%) a master’s degree, and three (7.7%) indicated “other.” Of the three responding “other,” two of those individuals indicated they held the Juris Doctorate degree. None of the leaders indicated that a bachelor’s degree was the highest degree s/he had earned.

Leader’s Mother’s Highest Degree Earned

Participants indicated the highest degree held by their mothers (if known) were as follows: Eleven (28.2%) had completed their high school education; 10 (25.6%) had completed some high school, but did not earn a diploma; four (10.3%) had completed some college, and four (10.3%) held a bachelor’s degree. Six (15.4%) of the participant’s mothers had completed their master’s degrees. None of the leaders reported their mothers had completed a General Education Diploma (GED); nor a doctoral degree. Four leaders (10.3%) did not respond to this question.

Table 4

Frequencies and Percentages for Leader's Educational Demographics N = 39

Leader Educational Demographics	Frequency	Percentage
Highest Degree Earned ^a		
Bachelor's Degree	0	0
Master's Degree	2	5.1
Ph.D.	26	66.7
Ed.D.	8	20.5
Other	3	7.7
Total	39	100
Leader's Mother's Highest Degree Earned ^b		
Some High School	10	25.6
High School Diploma	11	28.2
GED	0	0
Some College	4	10.3
Baccalaureate Degree	4	10.3
Master's Degree	6	15.4
Doctoral Degree	0	0
No response/requested other option	4	10.3
Total	39	100
Leader's Father's Highest Degree Earned ^c		
Some High School	11	28.2
High School Diploma	7	17.9
GED	0	0
Some College	6	15.4
Baccalaureate Degree	6	15.4
Master's Degree	3	7.7
Doctoral Degree	0	0
No response/requested other option	6	15.4
Total	39	100
Leader's Father's Highest Degree Earned ^c		
Some High School	11	28.2
High School Diploma	7	17.9
GED	0	0
Some College	6	15.4
Baccalaureate Degree	6	15.4
Master's Degree	3	7.7
Doctoral Degree	0	0
No response/requested other option	6	15.4
Total	39	100

Table 4 (continued)

Leader Educational Demographics	Frequency	Percentage
Leader's Number of Years in Current Position ^d		
1 – 5	20	51.3
6 - 10	9	23.1
11 - 15	6	15.4
16 – 20	1	2.6
21 or over	3	7.7
Total	39	100
Leader's Position Held Previous to Current Position ^e		
Vice-President	16	41
Dean	7	17.9
Department Head	0	0
Vice-Chancellor	1	2.6
CEO	5	12.8
Other	10	25.6
Total	39	100

Table 4 Educational Demographic Variables

^a (1) = Bachelor; (2) = Master; (3) = Ph.D.; (4) = Ed.D.; (5) = Other^{b & c} (1) = Some high school; (2) = high school diploma; (3) = GED; (4) = some college; (5) = Baccalaureate degree; 6 = (Master's degree); 7 = (Doctoral degree)^d (1) = 1 - 5; (2) = 6 - 10; (3) = 11 - 15; (4) = 16 - 20; (5) = 21 or over^e (1) = Vice-President; (2) = Dean; (3) = Department Head; (4) = Vice-Chancellor; 5 = CEO; 6 = Other*Leader's Father's Highest Degree Earned*

Participants indicated the highest degree their fathers had earned (if known) were as follows: Seven (17.92%) had completed their high school diploma education; 11 (28.2%) had completed some high school but did not earn a diploma; six (15.4%) had completed some college; and six (15.4%) had earned a bachelor's degree. Leaders reported three (7.7%) of their fathers held Master's degrees. No fathers had earned a General Education Diploma, nor a doctoral degree. Six (15.4%) did not respond to this question.

Leader's Number of Years in Current Position

In general, participants indicated they had held their current position for only a moderate length of time. Twenty (51.3%) or one half of the respondents had held the primary leadership role at their institutions for just one to five years. Nine (23.1%) had held the primary leadership role for six to 10 years; and six (15.5%) for 11 – 15 years. One (2.6%) had been in office between 10 – 20 years.

Leader's Number of Years in Previous Position

Results indicated 16 (40%) had been the Vice-President of their institutions before assuming the primary leadership role. Seven (18%) had held the position of Dean, while one (2.6%) had been the Vice-Chancellor. Five (13%) were the CEO in their former positions.

Regarding the leaders' self-perceived effect on the institutions they lead, the reader is referred to Table 5.

Table 5

Frequencies and Percentages for Leader's Self-Perceived Effectiveness N = 39

Leader Self-Perceived Effectiveness	Frequency	Percentage
Factor contributing to success ^a		
Increased enrollment	11	28.2
Increased endowments	5	12.8
Capital improvements	12	30.8
Student to faculty ratio	4	10.3
Other	7	17.9
Total	39	100
Leadership style's internal effect upon organization ^b		
A great deal		
Quite a lot	32	82.1
Somewhat	4	10.3
None at all	3	7.7
Total	0	0
	39	100
Leadership style's external effect upon organization ^c		
A great deal		
Quite a lot	23	59
Somewhat	10	25.6
None at all	6	15.4
Total	0	0
	39	100
Mentor's interest in leader's career ^d		
A great deal	20	51.3
Quite a lot	6	15.4
Somewhat	10	25.6
None at all	2	5.1
No response	1	2.6
Total	39	100

Table 5 Leader Self-Perceived Effectiveness Variables

^a (1) = increased enrollment; (2) = increased endowment; (3) = capital improvements; (4) = student to faculty ratio; (5) = other

^{b, c & d} (1) = A great deal; (2) = Quite a lot; (3) = Somewhat; (4) = Not at all

Factors Contributing to Success

Participants responding to the Personal Data Inventory indicated that the factors contributing to the success of their institutions, increased enrollment was chosen by 11 (28.3%); capital improvements by twelve (30.8%); increased endowments by five

(12.8%); and student/faculty ratio by four (10.3%). Seven (17.5%) chose the “other” option. Participants who cited the “other” option were quite liberal in providing suggestions for “other” options. Some of these “other” factors included: increased board support, increased alumni and community support, an emphasis on technology, committed faculty and staff, knowledge of the institution, its people and its mission, improved student satisfaction, strategic planning, accountability, new leadership, a new ethos, and improved inter-group and inter-constituency relations.

Leadership Style's Internal Effect on the Organization

Participants indicated they believed that they had a great deal of impact upon the internal structure of their institutions. Of the responses: 32 (82.1%) believed they had a great deal of effect; four (10.3%) quite a lot; and three (7.7%) somewhat. None of the participants believed they had had no effect.

Leadership Style's External Effect on the Organization

The participants also believed they had a great deal of effect on their external communities, although not to the extent of their internal organizations. Of the responses: 23 (59%) believed they had a great deal of effect; 10 (25.6%) quite a lot; six (15.4%) somewhat. Again, none of the participants believed they had no effect upon their external communities.

Mentor's Interest in Leader's Career

In general, respondents believed mentors played a part in their career. Fully one half believed their mentors were important. Twenty (51.3%) believed that mentors had a great effect; 10 (25.6%) somewhat; and six (15.4%) quite a lot. However, two (5.1%)

believed that mentors had had no effect upon their career. One participant did not respond (2.6%) to the question.

Question Two

The second question asked, “What leadership styles are evidenced by the presidents/chancellors of HBCUs?” Participants were given the opportunity to respond to the LEAD-Self Survey to determine their own self-perceived leadership style (Table 6). The results were as follows: 23 (59%) were identified primarily as users of the selling leadership style; 12 (30.8%) were identified as participating; and four (10.3%) as telling. None of the respondents were identified as delegators. Selling was the dominant style of the HBCU presidents/chancellors and delegation appeared to be the least desirable leadership style.

Table 6

Frequencies and Percentages of Leader’s Primary Leadership Style N = 39

	Frequency	Percentages
(1) = Telling	4	10.3
(2) = Selling	23	59
(3) = Participating	12	30.8
(4) = Delegating	0	0
Total	39	100

Participants were given the opportunity to respond to the LEAD-Self Survey to determine their secondary self-perceived leadership style (Table 7). The results were as

follows: There were 14 (35.9%) identified as participating; 10 (25.6%) as telling; nine (23.1%) as selling and finally, six (15.4%) were identified as delegating. Participating was found to be the most common secondary leadership style. In contrast to findings from the primary leadership style findings, results indicated six leaders used delegating as their secondary style as opposed to none at all.

Table 7

Frequencies and Percentages of Leader's Secondary Leadership Style N = 39

	Frequency	Percentages
(1) = Telling	10	25.6
(2) = Selling	9	23.1
(3) = Participating	14	35.9
(4) = Delegating	6	15.4
Total	39	100

The results from the measures of leadership adaptability range ranged from 14 (the lowest) to 31 (the highest) with a mean score of 24.95 ($SD = 3.37$). According to the LEAD-Self, leaders with a score falling in the range of 30 – 36 display a high degree of adaptability. Leaders with scores falling in the range of 24 – 29 reflect a moderate degree of adaptability. Leaders with adaptability scores between 0 – 23 indicate a possible need for self-development to improve both the ability to diagnose task readiness and to use appropriate leader behaviors.

Table 8

Range, Mean, and Standard Deviation of Leader's Leadership Adaptability
N = 39

	Range	Mean	SD
Leadership Adaptability	14 - 31	24.95	(3.37)

Question Three

The third question asked, "Is there a relationship between the perceived leadership style and the personal characteristics of the presidents/chancellors of HBCUs?" This question was answered using chi-square calculations and bivariate correlations to analyze the relationship between the participants' personal and educational demographics as well as self-perceived effectiveness with leadership styles and adaptability. Bivariate correlations are used to indicate the strengths of the relationship between two variables (Gall, Borg, & Gall, 1996).

Regarding leader personal demographics, no relationships with primary or secondary leadership styles or leadership adaptability were found (Table 8). As determined by chi-square analysis, there were no differences in the distribution of primary and secondary leadership styles and adaptability with leaders' personal demographics (Table 9 – Part B, C and D).

Table 9

Part A – Leader's Personal Demographic Correlations with Leadership Characteristics
N = 39

Characteristics	Primary Leadership Style	Secondary Leadership Style	Leadership Adaptability
Gender	-.12	-.05	.13
Race	-.11	-.02	.03
Age	.14	.23	-.25
Marital Status	-.04	.08	-.24
Birth Region	-.01	.12	.03
Political affiliation	.22	-.17	-.02

*p<.05

Table 9

Part B – Leader's Personal Demographics with Primary Leadership Style N = 39

Characteristics	Telling	Selling	Participating	χ^2	Sig.
Gender					
Male	3	21	11	1.05	.59
Female	<u>1</u>	<u>2</u>	<u>1</u>		
Total	4	23	12		
Race					
African-American	4	22	11	.5	.78
No response	<u>1</u>	<u>1</u>	<u>1</u>		
Total	4	23	12		
Age					
30 – 39	0	0	0	4.21	.65
40-49	0	4	0		
50 – 59	2	12	6		
60 – 70	2	6	5		
71 or over	<u>0</u>	<u>1</u>	<u>1</u>		
Total	4	23	12		
Marital Status					
Single	0	6	2	1.58	.45
Married	<u>4</u>	<u>17</u>	<u>10</u>		
Total	4	23	12		

Table 9 Part B (continued)

Characteristics	Telling	Selling	Participating	X^2	Sig.
Birth Region					
Southeast	3	15	9	8.01	.42
Plains	0	0	0		
Rocky Mountains	0	0	0		
New England	0	0	0		
Mid-Atlantic	1	4	1		
Great Lakes	0	2	0		
Southwest	0	0	2		
Far West	<u>0</u>	<u>2</u>	<u>0</u>		
Total	4	23	12		
Political Affiliation					
Democrat	4	17	8	2.63	.62
Independent	0	5	4		
No response	<u>0</u>	<u>1</u>	<u>0</u>		
Total	4	23	12		

Table 9

Part C – Leader's Personal Demographics with Secondary Leadership Style N = 39

Characteristics	Telling	Selling	Participating	Delegating	X^2	Sig.
Gender						
Male	8	9	13	5	2.48	.48
Female	<u>2</u>	<u>0</u>	<u>1</u>	<u>1</u>		
Total	10	9	14	6		
Race						
African-American	9	9	14	5	3.73	.34
No response	1	0	0	1		
Total	10	9	14	6		
Age						
30 – 39	0	0	0	0	8.27	.51
40-49	2	0	2	0		
50 – 59	6	4	8	2		
60 – 70	2	4	4	3		
71 or over	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>		
Total	10	9	14	6		
Marital Status						
Single	3	1	3	1	1.10	.77
Married	<u>7</u>	<u>8</u>	<u>11</u>	<u>5</u>		
Total	10	9	14	6		
Birth Region						
Southeast	8	7	7	5	16.85	.16
Plains	0	0	0	0		
Rocky Mtns.	0	0	0	0		
New England	0	0	0	0		
Mid-Atlantic	2	0	3	1		
Great Lakes	0	0	2	0		
Southwest	0	2	0	0		
Far West	<u>0</u>	<u>0</u>	<u>2</u>	<u>0</u>		
Total	10	9	14	6		
Political Affiliation						
Democrat	7	7	9	6	4.33	.63
Independent	3	2	4	0		
No response	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>		
Total	10	9	14	6		

Table 9

Part D – Leader's Personal Demographics with Leadership Adaptability N = 39

Characteristics	14	18	21	22	23	24	25	26	27	28	29	30	31	X^2	Sig.
Gender															
Male	1	1	3	2	3	6	5	3	3	5	0	1	2	16.65	.16
Female	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>		
Total	1	1	3	2	3	7	5	5	0	5	1	1	2		
Race															
African-American	1	1	3	2	2	7	5	4	3	5	1	1	2	8.85	.72
No response	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>		
Total	1	1	3	2	3	7	5	5	3	5	1	1	2		
Age															
30 – 39	0	0	0	0	0	2	2	0	1	1	0	0	0	35.67	.48
40-49	0	1	0	1	1	4	1	3	1	4	1	1	1		
50 – 59	0	0	0	1	2	1	2	2	1	0	0	0	1		
60 – 70	1	0	3	0	0	0	0	0	0	0	0	0	0		
71 or over	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>		
Total	1	1	3	2	3	7	5	5	3	5	1	1	2		
Marital Status															
Single	0	0	1	0	0	0	0	2	2	2	1	0	0	16.1	.18
Married	<u>1</u>	<u>1</u>	<u>2</u>	<u>2</u>	<u>3</u>	<u>7</u>	<u>5</u>	<u>3</u>	<u>1</u>	<u>3</u>	<u>0</u>	<u>1</u>	<u>2</u>		
Total	1	1	3	2	3	7	5	5	3	5	1	1	2		

Table 9 Part D (continued)

Characteristics	14	18	21	22	23	24	25	26	27	28	29	30	31	X ²	Sig.
Birth Region															
Southeast	0	1	3	1	1	6	4	5	0	2	1	1	2	43.56	.66
Mid-Atlantic	1	0	0	1	2	0	0	0	1	1	0	0	0		
Great Lakes	0	0	0	0	0	1	0	0	0	1	0	0	0		
Southwest	0	0	0	0	0	0	1	0	1	0	0	0	0		
Far West	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>		
Total	1	1	3	2	3	7	5	5	3	5	1	1	2		
Political Affiliation															
Democrat	1	1	3	0	2	6	5	3	1	3	1	1	2	22.47	.55
Independent	0	0	0	2	1	1	0	2	2	1	0	0	0		
No response	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>		
Total	1	1	3	2	3	7	5	5	3	5	1	1	2		

Few relationships between the leaders' educational demographics and his/her leadership characteristics (consisting of primary and secondary leadership style and adaptability) were found. However, a negative relationship between the leader's primary leadership style and the leader's father's highest degree earned (-.34) was found. Also, a relationship was found between the leader's number of years in his/her current position and primary leadership style (.34) (Table 10 – Part A).

Table 10

Part A – Leader's Educational Demographic Correlations with Leadership Characteristics
N = 39

Characteristics	Primary Leadership Style	Secondary Leadership Style	Leadership Adaptability
Highest Degree Earned	-.03	.003	-.12
Mother's Highest Degree Earned	-.09	.29	-.04
Father's Highest Degree Earned	-.34*	.08	-.28
Number of Years in Current Position	.34*	-.08	-.03
Position Held Previous to Current Position	.27	-.11	-.09

* $p < .05$

Chi-square analysis indicated that leaders were more likely to be selling leaders when their fathers had lower educational levels, $\chi^2(2) = 18.27$, $p < .05$. Otherwise, chi-square analysis indicated no differences in the distribution of primary and secondary leadership styles and adaptability with leaders' educational demographics (Table 9 – Parts B, C and D).

Table 10

Part B – Leader's Educational Demographics with Primary Leadership Style N = 39

Characteristics	Telling	Selling	Participating	X^2	Sig.
Highest Degree Earned					
Master's Degree	0	1	1	1.01	.99
Ph.D.	3	15	8		
Ed.D.	1	5	2		
Other	<u>0</u>	<u>2</u>	<u>1</u>		
Total	4	23	12		
Mother's Highest Educational Level					
Some High School	1	4	5	9.81	.46
High School Diploma	2	8	1		
Some College	0	3	1		
Baccalaureate Degree	1	1	2		
Master's Degree	0	5	1		
No response/requested other option	<u>0</u>	<u>2</u>	<u>2</u>		
Total	4	23	12		
Father's Highest Educational Level					
Some High School	1	5	5	18.27	.05
High School Diploma	0	5	2		
Some College	0	6	0		
Baccalaureate Degree	3	2	1		
Master's Degree	0	2	1		
No response/requested other option	<u>0</u>	<u>3</u>	<u>3</u>		
Total	4	23	12		
Leader's Number of Years in Current Position ^d					
1 – 5	3	14	3	7.36	.5
6 - 10	1	4	4		
11 - 15	0	3	3		
16 – 20	0	1	0		
21 or over	<u>0</u>	<u>1</u>	<u>2</u>		
Total	4	23	12		
Leader's Position Held Previous to Current Position ^e					
Vice-President	3	12	1	10.87	.21
Dean	0	3	4		
Vice-Chancellor	0	0	1		
CEO	0	3	2		
Other	<u>1</u>	<u>5</u>	<u>4</u>		
Total	4	23	12		

Table 10

Part C – Leader's Educational Demographics with Secondary Leadership Style N = 39

Characteristics	Telling	Selling	Participating	Delegating	X^2	Sig
Highest Degree Earned						
Master's Degree	1	0	0	1	6.5	.69
Ph.D.	6	7	9	4		
Ed.D.	3	1	3	1		
Other	<u>0</u>	<u>1</u>	<u>2</u>	<u>0</u>		
Total	10	9	14	6		
Mother's Highest Educational Level						
Some High School	2	5	1	2	20.5	.15
High School Diploma	3	1	6	1		
Some College	1	0	3	0		
Baccalaureate Degree	0	2	1	1		
Master's Degree	1	1	2	2		
No response/requested other option	3	0	1	0		
Total	<u>10</u>	<u>9</u>	<u>14</u>	<u>6</u>		
Father's Highest Educational Level						
Some High School	2	1	2	0	14.74	.47
High School Diploma	1	4	4	3		
Some College	3	1	3	1		
Baccalaureate Degree	0	0	2	0		
Master's Degree	1	2	1	2		
No response/requested other option	3	1	2	0		
Total	<u>10</u>	<u>9</u>	<u>14</u>	<u>6</u>		
Leader's Number of Years in Current Position ^d						
1 – 5	4	4	9	3	14.27	.28
6 - 10	4	1	4	0		
11 - 15	0	3	1	2		
16 – 20	1	0	0	0		
21 or over	<u>1</u>	<u>1</u>	<u>0</u>	<u>1</u>		
Total	10	9	14	6		
Leader's Position Held Previous to Current Position ^e						
Vice-President	3	1	10	2	20.66	.06
Dean	2	4	0	1		
Vice-Chancellor	0	1	0	0		
CEO	1	1	3	0		
Other	<u>4</u>	<u>2</u>	<u>1</u>	<u>3</u>		
Total	10	9	14	6		

Table 10

Part D – Leader's Educational Demographics with Leadership Adaptability N = 39

Characteristics	14	18	21	22	23	24	25	26	27	28	29	30	31	X^2	Sig.
Highest Degree Earned															
Masters Degree	0	0	0	1	0	0	1	0	0	0	0	0	0	55.89	.02 *
Ph.D.	0	1	1	0	2	7	4	2	0	5	1	1	2		
Ed.D.	1	0	2	0	1	0	0	3	1	0	0	0	0		
Other	0	0	0	1	0	0	0	0	2	0	0	0	0		
Total	1	1	3	2	3	7	5	5	3	5	1	1	2		
Mother's Highest Educational Level															
Some H S	0	1	0	0	0	1	3	1	2	1	0	0	1	62.41	.39
H S Diploma	1	0	2	0	0	3	0	1	1	2	0	0	1		
Some College	0	0	0	1	0	1	0	1	0	1	0	0	0		
Bachelor Degree	0	0	0	0	2	1	1	0	0	0	0	0	0		
Masters Degree	0	0	0	1	0	1	1	2	0	0	0	1	0		
No response/ Requested other option	0	0	1	0	1	0	0	0	0	1	1	0	0		
Total	1	1	3	2	3	7	5	5	3	5	1	1	2		
Father's Highest Educational Level															
Some H S	0	1	0	2	0	0	3	1	2	1	0	1	0	62.30	.39
H S Diploma	0	0	0	0	0	1	0	1	0	3	0	0	2		
Some College	0	0	1	0	0	3	0	1	1	0	0	0	0		
Bachelor Degree	1	0	1	0	1	1	1	1	0	0	0	0	0		
Masters Degree	0	0	0	0	1	1	1	0	0	0	0	0	0		
No response/ Requested other option	0	0	1	0	1	1	0	1	0	1	1	0	0		
Total	1	1	3	2	3	7	5	5	3	5	1	1	2		

Table 10 Part D (continued)

Characteristics	14	18	21	22	23	24	25	26	27	28	29	30	31	X^2	Sig.
Leader's # of Years Current Position ^d															
1 - 5															
6 - 10	1	1	0	0	1	5	3	3	1	3	0	0	2	43.38	.66
11 - 15	0	0	2	1	0	1	0	0	1	2	1	1	0		
16 - 20	0	0	1	1	1	1	1	1	0	0	0	0	0		
21 or over	0	0	0	0	1	0	0	0	0	0	0	0	0		
Total	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>		
	1	1	3	2	3	7	5	5	3	5	1	1	2		
Leader's Prior Position ^e															
Vice-President	1	0	1	0	1	4	1	3	1	4	0	1	0	58.18	.15
Dean	0	0	0	1	0	2	0	1	1	1	0	0	0		
Vice-Chancellor	0	0	0	0	0	0	0	0	0	0	0	0	1		
CEO	0	0	2	0	0	1	1	0	0	0	0	0	1		
Other	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>0</u>	<u>3</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>		
Total	1	1	3	2	3	7	5	5	3	5	1	1	2		

Chi-square analysis indicated that leaders were more likely to be adaptable when they had lower educational levels, $\chi^2(2) = 55.89$, $p < .02$. (Table 10 – Part D).

Few relationships between the leaders' self-perceptions regarding effectiveness and his/her leadership characteristics (consisting of primary and secondary leadership style and adaptability) were found. However, a negative relationship between the leader's secondary leadership style and the leader's perceptions regarding factors contributing to success of the institution (-.37). Also, a negative relationship was found between secondary leadership style and a mentor's interest in the leader's career (-.36) (Table 11 - Part A).

Table 11

Part A – Leader's Effectiveness Correlations with Leadership Characteristics N = 39

Characteristics	Primary Leadership Style	Secondary Leadership Style	Leadership Adaptability
Factor contributing to success	.11	-.37*	.06
Leadership style's internal effect upon organization	-.18	.09	.02
Leadership style's external effect upon organization	-.03	-.07	.07
Mentor's interest in leader's career	.19	-.36*	.15

* $p < .05$

Chi-square analysis indicated that leaders were more likely to utilize a secondary leadership style when self-perceived factors contributing to the success of their institution were present, $\chi^2(2) = 23.51$, $p < .02$. Otherwise, chi-square analysis indicated no significant differences in the distribution of primary and secondary leadership styles and adaptability with leaders' self-perceived factors contributing to the success of their institution (Table 11 – Parts B, C and D).

Table 11

Part B – Leader's Effectiveness with Primary Leadership Style N = 39

Characteristics	Telling	Selling	Participating	X^2	Sig.
Factor contributing to success					
Increased enrollment	3	6	2	12.44	.13
Increased endowments	0	2	3		
Capital improvements	0	9	3		
Student to faculty ratio	0	1	3		
Other	<u>1</u>	<u>5</u>	<u>1</u>		
Total	4	23	12		
Leadership style's internal effect upon organization					
A great deal	3	18	11	3.23	.52
Quite a lot	1	2	1		
Somewhat	0	3	0		
None at all	<u>0</u>	<u>0</u>	<u>0</u>		
Total	4	23	12		
Leadership style's external effect upon organization					
A great deal	3	13	7	6.19	.19
Quite a lot	1	4	5		
Somewhat	0	6	0		
None at all	<u>0</u>	<u>0</u>	<u>0</u>		
Total	4	23	12		
Mentor's interest in leader's career					
A great deal	3	13	4	7.46	.49
Quite a lot	1	5	1		
Somewhat	0	4	5		
None at all	0	1	1		
No response	<u>0</u>	<u>0</u>	<u>1</u>		
Total	4	23	12		

Table 11

Part C – Leader's Effectiveness with Secondary Leadership Style N = 39

Characteristics	Telling	Selling	Participating	Delegating	X^2	Sig.
<hr/>						
Factor contributing to success						
Increased enrollment	3	2	7	2	23.51	.02
Increased endowments	3	1		1		
Capital improvements	0	1	6	2		
Student to faculty ratio	0	3		1		
Other						
Total	<u>4</u>	<u>2</u>	<u>1</u>	<u>0</u>		
	10	9	14	6		
Leadership style's internal effect upon organization						
A great deal	7	8	13	4	5.34	.5
Quite a lot	1	1	1	1		
Somewhat	2	0	0	1		
None at all	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>		
Total	10	9	14	6		
Leadership style's external effect upon organization						
A great deal	4	7	10	2	7.19	.3
Quite a lot	3	2	2	3		
Somewhat	3	0	2	1		
None at all	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>		
Total	10	9	14	6		
Mentor's interest in leader's career						
A great deal	3	3	9	5	13.05	.37
Quite a lot	1	1	3	1		
Somewhat	4	4	2	0		
None at all	1	1	0	0		
No response	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>		
Total	10	9	14	6		

Table 11

Part D – Leader's Effectiveness with Leadership Adaptability N = 39

Characteristics	14	18	21	22	23	24	25	26	27	28	29	30	31	X ²	Sig.
Factor contributing to success															
Increased enrollment	1	0	1	1	0	2	3	3	2	1	0	0	0	59.23	.13
Increased endowments	0	0	0	1	0	0	0	0	0	0	1	0	0		
Capital improvements	0	0	2	0	2	2	2	1	0	2	0	1	2		
Student to faculty ratio	0	0	0	0	0	1	0	0	1	0	0	0	0		
Other	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>		
Total	1	1	3	2	3	7	5	5	3	5	1	1	2		
Internal effect on organization															
A great deal	1	1	2	2	2	5	5	4	3	5	0	0	2	31.69	.14
Quite a lot	0	0	1	0	1	0	0	0	0	0	1	1	0		
Somewhat	0	0	0	0	0	2	0	0	0	0	0	0	0		
None at all	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>5</u>	<u>0</u>	<u>0</u>	<u>0</u>		
Total	1	1	3	2	3	7	5	5	3		1	1	2		
External effect on organization															
A great deal	1	1	1	1	2	4	4	1	3	4	0	0	1	29.66	.2
Quite a lot	0	0	2	1	1	0	1	1	0	1	1	1	1		
Somewhat	0	0	0	0	0	3	0	3	0	0	0	0	0		
None at all	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>		
Total	1	1	3	2	3	7	5	5	3	5	1	1	2		

Table 11 Part D (continued)

Characteristics	14	18	21	22	23	24	25	26	27	28	29	30	31	X^2	Sig.
Mentor's interest in leader's career															
A great deal	1	1	2	0	2	4	4	4	1	1	0	0	0	71.92	.01
Quite a lot	0	0	0	0	0	1	0	1	1	2	0	0	0		
Somewhat	0	0	1	2	0	2	0	0	1	2	0	1	1		
None at all	0	0	0	0	1	0	1	0	0	0	0	0	1		
No response	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>		
Total	1	1	3	2	3	7	5	5	3	5	1	1	2		

Chi-square analysis indicated that leaders were more likely to be adaptable when they believed a mentor had an impact upon their careers $\chi^2(2) = 71.92, p < .01$.

Question 4

The fourth question asked, “What factors contribute to the leadership styles of the presidents/chancellors of HBCUs? To further delve into factors contributing to the leadership styles of HBCU presidents/chancellors, participants were interviewed in-depth.

Personal Interview Question One

Participants had the option of answering these additional questions that provided a more detailed analysis of their leadership style. Respondents had the option of answering the questions by personal interview, phone recording, or electronic mail.

Personal interview question one read as follows: In what ways does the cultural kinship between you and your administration, faculty and students contribute to or affect your leadership style?

Leader A contributed by written response: “As an African-American, I am committed to providing my maximum talent to providing a value-plus environment from the 1,800 African-American students at this institution, and giving them every opportunity for growth”.

Leader B also contributed by written response: “To the extent that real knowledge about relationships, practices and rituals can impact the real responsibilities of the college, I tend to utilize and benefit from cultural kinships between my administration and me”.

Leader C contributed by written response: “Having a cultural kinship with my administration has minimal effect on my leadership style. I cannot say that it has no

effect, but I can only ascertain that it has a minimal effect. Since all of my cabinet members are African-Americans, we share an unspoken understanding that can only be found among people who share the same culture. We share a knowledge of the obstacles and challenges our students will face as they make their way into mainstream society. That probably is one of our guiding factors in our decisions as we lead the college.”

Leader D contributed by personal audiotape recording: “Assuming that cultural kinship describes the character of the university as an HBCU... My leadership style is influenced because I appreciate and understand both the colleagues and students whom we serve. I have more tolerance and patience with my students, staff and faculty. I try and motivate and inspire my faculty and administration. My style has been shaped from that kind of background.”

Personal Interview Question Two

Personal interview question two read as follows: What person has had the greatest influence on your leadership style? Why?”

Leader A contributed by written response: “As a spiritually-based institution, the servant leadership principles well-documented in the Bibles serve as a primary foundation for my leadership style.”

Leader B also contributed by written response: “Dr. Jesse N. Stone, former President of the Southern University System. Dr. Stone’s leadership style: (1) highlighted intelligent and visionary leadership while maintaining order within the organization; (2) encouraged and supported personal and professional growth for everyone; (3) encouraged

an understanding of the internal and external factors that influenced the further progress of the University; and (4) encouraged and supported the effective use of that knowledge and information.”

Leader C also contributed by written response: “My mother has had the greatest influence in any aspect of my life, including my leadership style. I am one of those that others call a “natural born leader.” But even if I was born with leadership skills, my mother certainly nurtured them. My mother has always been proud of me and challenged me to do more and be more than I thought I could.”

Leader D contributed by personal audiotape recording: “My style was patterned from several different people. I tried to take the good and eliminate the bad. I served under five different presidents as a senior administrator. Each had different and unique styles. Dr. Hale was probably one of the most influential. He taught me to think outside the everyday activities. Friends say I’ve grasped many of his traits and tendencies. He believed it was important to work with the public and the surrounding community and other institutions. Dr. G. Lamar Harrison was also influential on my style. He served as President while I was a student in college. Also, Mr. Ben Hill, a former legislator and school teacher taught me about character and integrity.”

Personal Interview Question Three

Personal interview question three read as follows: “In what ways is serving as president of a HBCU different from leading a traditional college or university?”

Leader A contributed by written response: “The dynamics of leading a HBCU incorporate increased challenges from every sector: from heightened demands for more financial support and scholarship support, to maintaining a high level of excellence throughout campus offerings, academia, and physical operations to providing maximum incentives for black growth to take advantage of all opportunities to succeed. However, the personal rewards are also more than worth the demands of this position – as you are able to witness, firsthand, the achievement of black growth and their increased ability to make a difference in society as a result of how this college has been able to equip them for readiness.”

Leader B contributed by written response: “I care not to respond to this question. It is akin to developing a discussion on the differences between African-Americans and Caucasians.”

Leader C contributed by written response: “I have worked in traditional mainstream colleges as well as historically black colleges. Historically black colleges, to me, are products of our own culture. Historically, as families, we learned how to not only make do, but make the best of whatever we had. Unfortunately, many alumni do not support their HBCUs alma maters. So the institutions learn to operate on restricted funds. Historically black colleges face more financial challenges than traditional institutions; thereby making it necessary for HBCU presidents to aggressively seek and pursue fundraising opportunities.”

Leader D contributed by personal audiotape recording: “The main difference is learning to do more with less. You are still challenged to serve, do more, demand more, and you have to TEACH at an HBCU. We try to retain our students and not eliminate

them. We don't always get students with 31s and 32s on the ACT or students from the affluent world. We have to do a little more and put out to retain our student body. I have to also be a mentor to students. Our goal is to retain our students, retention is very important to us."

Personal Interview Question Four

Personal interview question four read as follows: How do you feel you are perceived as a leader by your administration and faculty?

Leader A contributed by written response: "My leadership style has progressed from hands-on directive to lessening control and increased group participation, interaction, and feedback. I am known for my effectiveness, my commitment to excellence, and for having accomplished major improvements in a limited amount of time."

Leader B contributed by written response: "Adequately."

Leader C contributed by written response: "I have only been here two years, but I believe the administration and faculty respect the changes I am making here. I believe they respect it, because they are a part of the process and growth. They can see our enrollment increase from 281 to 511 to 617. They are getting excited about the new facilities we will begin building. Many of the administration and faculty members were here at the college during its most challenging years. They are loyal to the purpose of the college, which my vision suggests."

Leader D contributed by personal audiotape recording: “I try to identify myself with faculty and administration. I have three personalities... (1) The president from the university, to get the mission met and meet the goals of the university; (2) The president from (my hometown) Boley, OK when I have to really reprimand etc., and (3) The president from IXL (Note: IXL was a small community located near Boley, Oklahoma.)

Personal Interview Question Five

Question 5 read as follows: What professional programs of study, work experience, course work, or readings have had a major influence in your leadership style and how you operate as president?

Leader A contributed by written response: “I maintain a vast library, which features books, manuals, and materials on all subjects, including leadership. In particular, a recent workshop on Emotional Intelligence, which focused on the total intervention of group dynamics as a way to successfully lead rather than individual talent or intelligence. The constant preparation used presentation of group and leadership principles, dynamics of excellence, focus on quality and self-improvement, and commitment to spiritual values maintain for me an ongoing search of information that nurtures my need for enlightenment, growth, and self-improvement.”

Leader B contributed by written response: “Most of the professional programs which have had a major influence on my leadership style and how I operate as president, result from... the Institute for Educational Management, Kellogg Program, Kresae Leadership Program and Ford Professional Seminar. My work experience at “XYZ”

university allowed me to develop leadership skills while helping me accept the ups and downs of life with great facility. Because of my experiences, I worry less about difficult problems and get excited more about challenging opportunities. On the other hand, my initial work under Dr. Herman Stone, Jr. and Dr. Elias Blake, provided me with the support and nourishment needed to take risks and make mistakes without having to worry about the world coming to an end. My coursework at the University of Virginia in the Peabody School gave me exposure to various leadership experiences in both public and private sectors. This was supplemented by coursework experiences in various professional programs of study.”

Leader C did not response to this question.

Leader D contributed by personal audiotape recording: “I give credit to my higher education degree. The theory and practice, an appreciation for higher education in this country, the mission of institutions, my coursework, and background as a registrar. As registrar, I received a full understanding of the university. As Dean of Students, I was able to confront and deal with all sorts of problems. I learned to deal with students and customers and this had a great deal of influence on how I operate as president. Students never intimidated me. Many of my colleagues find students to be their biggest problem. Styles are important. Not what you do always but how you do it is what counts. Personalities are brought into our leadership style; you must do what works best for you. If you can be successful with your style... that’s what’s important.”

Summary of Findings

The results regarding the first research question indicated that 89.7% of the respondents were males. Other significant statistics that stood out among the leaders in Table 3 were that they were 94.9% African-American, 69.2% of all the leaders were born in the Southwest region of the United States and 74.4% were Democrats. Interesting enough, there were no self-reported Republican president/chancellors. Of the others, 23.1% were Independent and one had no response. Also worth mentioning was the data indicating that 79.5% of the leaders were married.

Table 4's results indicated most leaders held Ph.D.'s as opposed to other degrees. The fathers (15.4%) of the leaders tended to hold a bachelor's degree more than the mothers (10.3%). Twenty eight percent of the mothers had completed high school and 17.9% of the fathers had completed high school. Over half (51.3%) of the leaders had just one to five years of experience in office. Only two leaders (2.6%) had as much as 16 – 20 years of experience, indicating a new trend regarding longevity in office.

As displayed in Table 5, 82.1% or 32 of the presidents/chancellors believed the effect of their leadership styles internal effect on the organization was "a great deal." Also, 20 or 51.3% believed their mentor role influenced their success "a great deal."

The second research question indicated that the selling style was most common among the leaders and the participating style was the most common secondary style. Data also revealed that there were no delegating leaders in the primary leadership style category.

The LEAD-Self defines the primary leadership style as the one leaders would use most frequently. In this study, the “selling” style was the primary leadership style. The secondary style (Table 7) is defined as a supporting one and can include more than one quadrant – other than primary style – in which there were two or more responses. These styles tend to be the “back-up” when not using the primary style. The data reflected the participating as the most common secondary leadership style.

The Leadership Adaptability (Table 8) data results showed a range of 14 – 31 for the presidents/chancellors leadership adaptability. The mean was 24.95, which showed the average leader according to the LEAD-Self, reflects a moderate degree of adaptability. Scores in this range usually indicate a pronounced primary leadership style with less flexibility into the secondary style. Scores between 30 – 36 indicate a leader with a high degree of adaptability. The leader accurately diagnoses the ability and willingness of the follower for the situation and adjusts accordingly. Adaptability scores of less than 23 indicate a need for self-development to improve both the ability to diagnose task readiness and to use appropriate leader behavior.

Question number three, as determined by correlational analysis (Table 9) indicates relationships between primary leadership style and adaptability, primary leadership style and the fathers’ highest educational level, and primary leadership style and the number of years in the position. Relationships between secondary leadership style and major factors contributing to success, and secondary leadership style and mentor effect upon his/her career were noted.

The Personal Interview questions reflected some interesting qualitative insight regarding how these presidents/chancellors felt about leadership, their institutions, their

faculty and administration and their mission. The comments were insightful in that these respondents were very proud of their institutions. The leaders mentioned others who helped them along the way and indicated they were desirous of creating a nurturing environment for faculty, students and administration. They were quite focused upon the mission of HBCUs and implementing good leadership.

Chapter V

Conclusions and Recommendations

The purpose of this study was to determine, through a self-completed questionnaire, the leadership styles of the presidents/chancellors of randomly-selected HBCUs and these leaders' perceptions of their effectiveness and impact upon the success of their institutions. Leaders of historically black college and universities are a special group. There is a paucity of information regarding HBCU leaders and the institutions themselves. Subsequently conducting the business of running a university can be a difficult task. Therefore, these leaders must have a special talent which requires them to be excellent leaders. They must be able to communicate, dictate, and lead by example for students, faculty and staff as well as for the external community.

Hersey and Blanchard's (1996) Situational Leadership Theory provides a basis for the framework of conceptualizing leadership style. Through repeated requests the researcher was able to collect data on personal and educational demographics of 39 HBCU presidents/chancellors, the self-perceived leadership styles of these same 39 individuals and was fortunate enough to obtain in-depth interviews with four individuals. The dominant-less-dominant design provided the researcher with insight from both quantitative and qualitative perspectives. The dominant component of the study, the quantitative portion, provided general demographic information as well as information

about leadership styles. The less-dominant component of the study, the qualitative portion of the study, provided the researcher with insight regarding the presidents'/chancellors' beliefs, values, feelings about their leadership, and the state of the institutions they lead.

Findings and Analysis

The first question asked: What are the demographic profiles of the presidents/chancellors of HBCUs? Results indicated the majority of the leaders of historically black colleges and universities surveyed were married African-American males. Four females participated in the study, and they were all leaders at private HBCUs. Of the 20 twenty public institutions males led them all.

Approximately one-half were between the ages of 50 – 59 and one-third were between the ages of 60 - 70. Slightly more than two-thirds were born in the southeastern part of the United States. This is purely speculative, but probably many have not left their southern roots as 90% of the four-year HBCUs are located in the southeast.

Three-fourths of the leaders were affiliated with the Democratic party. Two-thirds of the study's participants held a Ph.D. and one-fifth held an Ed.D. A total of 87% of the respondents held either of these two degrees. The majority of study participants were married. Regarding their mothers approximately one-fourth had completed high school and one-fourth had not. Interestingly, more mothers had earned a master's degree vs. a bachelor's degree. More fathers had completed high school than the mothers, however, a higher number of fathers had not completed high school. Slightly more

fathers had earned a bachelor's degree than the mothers, but again fewer had earned a master's degree. None of the parents; however, had earned a doctoral degree. In general, the parents had probably completed about the same amount of education.

One-half of the study's participants had been in the leadership role for just one to five years indicating a great deal of recent turnover. Almost one-fourth had held their office for six to ten years. In general, individuals reached their career peak while in the 50 – 59 age range. The age of their persons whom they replaced was not queried in this study so whether or not the preceding presidents/chancellors had retired or left at earlier ages for different positions is unknown.

Of the study participants, over 80% believed they had a great deal of effect upon the internal operations of their institutions. Almost two-thirds believed they had a great deal of effect on their external communities as well.

In general, respondents believed mentors played a part in their career. One-half of the leaders believed that mentors had a great effect on their career and approximately 15% believed their mentors had quite an effect on their career. All but four of the study's participants were male. Those leaders were least likely to believe gender was related to the role mentors played in their careers.

The second question asked: What leadership styles are evidenced by presidents/chancellors of HBCUs? The LEAD-Self was designed to measure self-perception of leader's behaviors (Wen, 1999). Hersey and Blanchard (1996) identified four basic leader behavior styles, based on the equally important variables of task (i.e., telling when, where, what and how to do something) and relationships (i.e., providing socio-emotional support along with psychological strokes and facilitating behaviors).

Results indicated the leadership styles of HBCU leaders fit into two categories. The primary style of leadership found was selling (59%). Selling leaders are high in task orientation and high in relationships. The secondary leadership style found was participating (36%). Participating leaders are high in relationships but low in task orientation.

Of equal importance is the adaptability score. The research also indicated that the mean adaptability score was 24.95, which indicates the degree to which the leader is able to vary his/her style appropriately to the readiness level of a follower in a specific situation. The 24 – 29 score range reflects a moderate degree of adaptability for the average leader participating in this study. Hersey (1993) stated that effective leadership has increasingly been found to be situational in nature. Leadership behavior should change depending upon the circumstances confronting members of the organization. Results indicated that in the future HBCU leaders may need to become more adaptable in their responses to people depending upon the situation.

The third question asked: Is there a relationship between perceived leadership style and the personal characteristics of the presidents/chancellors of HBCUs determined by the LEAD-Self and personal characteristics of the study participants? Results indicated there were few significant relationships between leadership style and the personal characteristics as derived from the Personal Data Inventory.

A negative relationship between the leader's primary leadership style and the leader's father's highest degree earned ($-.34^*$) was found. Results indicated leaders primarily adopted a selling leadership style as identified by Hersey (1993). Selling leaders were least likely to have been influenced by the highest degree their fathers'

earned. Chi-square analysis indicated that leaders were more likely to be selling leaders when their fathers had lower educational levels, $\chi^2(2) = 18.27, p < .05$.

A relationship was found between the leader's number of years in his/her current position and primary leadership style (.34) indicating that selling leaders were likely to have been in their position a shorter length of time. The LEAD-Self Instrument (Hersey, 1993) research suggests that the longer the length of tenure of a leader at the present college, the more likely s/he is to stand by one or two main leadership styles. Since the leaders in this study have not been in their positions for a long period of time, one might presume that these leaders would be highly adaptable. However, results from this study did not indicate this to be true.

A negative relationship was found between the leader's secondary leadership style and the leader's perceptions regarding factors contributing to success of the institution (-.37*). Results indicated leaders secondarily adopted a participating leadership style as identified by Hersey (1993). Those leaders utilizing a participating secondary leadership style were least likely to believe in those factors identified by the Personal Data Inventory as contributing to the success of their institutions. Chi-square analysis indicated that leaders were more likely to utilize a secondary leadership style when self-perceived factors contributing to the success of their institution were present, $\chi^2(2) = 23.51, p < .02$.

Also, a significant negative relationship was found between the leader's secondary (participating) leadership style and a mentor's interest in the leader's career (-.36). Those leaders utilizing a participating secondary leadership style were least likely to believe a mentor had influenced their careers. However, chi-square analysis indicated

that leaders were more likely to be adaptable when they believed a mentor had an impact upon their careers $\chi^2(2) = 71.92, p < .01$.

Interestingly, the leader's primary leadership style correlated with the leader's adaptability (.34*) suggesting that selling leaders are at least moderately adaptable to various situations. Wen's (1999) findings suggest that the more adaptable the leader's leadership style, the more influence they have on external communities. No correlations were found between adaptability and the leader's external effects upon the community; indicating a difference in results from previous findings. Chi-square analysis indicated that leaders were more likely to be adaptable when they had higher educational levels, $\chi^2(2) = 55.89, p < .02$.

The fourth question asked: What factors contribute to the leadership styles of the presidents/chancellors of HBCUs? The Personal Interview questions allowed the researcher to examine each leader's personal feelings regarding important issues relating to this leadership style and their institutions.

Each leader displayed a real passion for the institution s/he led. It appears that these leaders view themselves as true leaders who are moving their institutions forward despite a lack of resources and finances. Previous research (Crayton, 1980; Waters, 1993 & Wesley, 1997) emphasized a lack of fiscal resources as a major factor influencing the development of HBCUs. This study's findings corroborated previous findings.

The leaders believe they have a mission and obligation to see that through the advancement of their colleges and universities they may affect their internal and external communities in a positive way and lead their faculty, administration and students in the most positive way possible as well.

Contrary to the quantitative findings, these leaders credited individuals with having helped them in their own careers as well as having shaped their characters. They didn't necessarily call these individuals mentors; however, they seemed to have fulfilled that role. Hickson (2002) found that students attending HBCUs believed mentors were of importance, but not great importance, to their success. Results from this study indicated half of the HBCU leaders attached great importance to mentorship

The theory underlying this study suggests that leadership should be situational in nature. Quantitative results seemed to indicate the leaders were moderately able to adjust to different situations. Those leaders who completed the personal interview process were very cognizant of the financial challenges faced by their under-funded HBCUs. Their leadership style certainly took the local financial situation into account as they lead their institutions.

Those leaders who completed the personal interview process also noted the importance of a strong commitment to their students, faculty, and administration. They seemed to have strong traditional moral values and their beliefs were influenced by everyone from their mothers to former university presidents. Others also mentioned the particular educational institutions wherein they obtained their degrees.

Recommendations

Further research is still needed on this subject due to the fact that so little has been conducted in this area. This study did not corroborate previous findings regarding adaptability and the leader's external effects upon the community (Wen, 1999) Further research exploring this discrepancy is definitely warranted. In previous work (Hickson, 2002) HBCU students attached some importance to mentorship while in general, HBCU leaders attached a great deal of importance to leadership. Given the discrepancies between cohorts regarding mentorship, further research regarding this topic would seem to be of importance. Also, further research relating to higher education and HBCU leadership is recommended. In particular, future research should further investigate whether differences between the presidents/chancellors of privately funded and publicly funded institutions exist. Few HBCUs offer doctoral programs as budget constraints allow. If more of these institutions could offer programs to "grow" their own leaders, research investigating the results would be of great value. Finally, policy makers should consider developing a Leadership Institute for individuals interested in becoming higher education leaders, including historically black colleges and universities. If governmental funding agencies and major corporations follow these recommendations by partnering with HBCUs, the future of these institutions would be bright.

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Appendix A

Letter of Invitation

My name is Ronald K. Smith and I am a doctoral student in Higher Education Administration, in the Educational Leadership Program, School of Educational Studies at Oklahoma State University. I am writing a dissertation investigating the self-perceived Leadership styles of presidents at Historically Black Colleges and Universities. This Research will present a holistic picture of how these presidents view their own leadership styles.

I need your help to document this process. I want to be as accurate as possible and Include as many viewpoints as possible.

Four participants will be asked to engage in an interview session with the researcher. The Other participants will be asked to complete and return a survey and personal data sheet. All interviews will either be tape recorded, transcribed and analyzed, or completed by e-Mail or written response. Those tape-recorded interviews will be destroyed after Transcription. Pseudonyms will be used after transcription as well. I as the researcher, Will have the only copy of the real names with the pseudonyms. Your identity will be protected with complete anonymity. You do not have to answer any questions that you Choose not to answer. If you elect to be interviewed in person, you may stop the Interview at any time.

Please provide me with a time and date that is most convenient for you. I can be reached At 405-715-1595 or email at smitty22@mindspring.com. Thank you for your cooperation and assistance.

Appendix B

Letter of Consent

Consent Form

"Leadership Styles: Presidents of Historically Black Colleges and Universities"

I, _____, hereby authorize or direct Ronald Smith and Dr. Deke Johnson, at Oklahoma State University, to perform the following treatment or procedure.

Procedure-The individual indicated will be interviewed about the self-perceived perception of his or her leadership style as president of their college or university. The individual has the right to choose not to answer any question at any time during the interview. After the interview has been transcribed, the interviewee has the right to examine the transcription to make any clarification, if they so choose. The responses, in conduction with the documents, will be used to present the perceptions of the participants.

Duration-The interviewee will determine the length of the interview. Most interviews should last not more than 30 minutes.

Confidentiality-Pseudonyms will be used in the final document. Only the researcher will have access to the actual name of the participants. Tape-recorded interviews will be transcribed, analyzed and then discarded. Lastly, no interview will be accepted or used by the researcher unless all parties have signed this consent form. The form will be filed and retained by the dissertation advisor (project director) for at least two years.

Possible Discomfort-Although not a question of a personal or intrusive nature are intended, some questions may cause discomfort; therefore, the respondent may discontinue such questions/answers at any time.

Possible Benefits-Presidential leadership styles are an interesting phenomenon in today's institutions of higher learning. Research concerning presidential leadership styles could provide invaluable information to aspiring administrators and faculty who want to become college presidents and leaders in their communities.

This study is done as part as an investigation entitled "Leadership Styles: Presidents of Historically Black Colleges and University." The purpose is to use a qualitative/quantitative method of gaining information regarding the self-perceived leadership styles of the participants. In addition, to gain a clearer understanding of this phenomenon.

I understand that participation is voluntary. There is no penalty for refusal to participate, and I am free to withdraw my consent and participation in this project at any time after notifying the project director. I may contact Ronald Smith at 405-715-1595 or Dr. Deke Johnson at 405-744-9899. I may also contact Sharon Bacher, IRB Executive Secretary, 305 Whitehurst, Oklahoma State University, Stillwater, OK 74078; 405-744-5700.

I have read and fully understand the consent form. I signed it freely and voluntarily. A copy has been provided for me.

Date: _____ Time: _____ (a.m./p.m.)

Signed: _____
(Signature of Subject)

I certify that I personally included all elements in this form for the subject to read before requesting the subject to sign.

Signed: _____ Project Director

Filed:
Initials of Dissertation Advisor _____ Date: _____

Appendix C

Oklahoma State University
Institutional Review Board

Protocol Expires: 5/15/03

Date: Thursday, May 16, 2002

IRB Application No: ED02108

Proposal Title: LEADERSHIP STYLES: PRESIDENTS OF HISTORICALLY BLACK COLLEGES AND
UNIVERSITIESPrincipal
Investigator(s):Ronald Smith
2829 NW 158
Edmond, OK 73013Deke Johnson
310 Willard
Stillwater, OK 74078Reviewed and
Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

Dear PI :

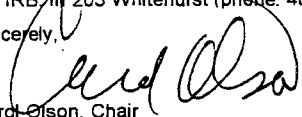
Your IRB application referenced above has been approved for one calendar year. Please make note of the expiration date indicated above. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

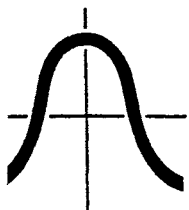
Please note that approved projects are subject to monitoring by the IRB. If you have questions about the IRB procedures or need any assistance from the Board, please contact Sharon Bacher, the Executive Secretary to the IRB, in 203 Whitehurst (phone: 405-744-5700, sbacher@okstate.edu).

Sincerely,


Carol Olson, Chair
Institutional Review Board

Appendix D

Permission to Use LEAD-SELF/Re-Print Copyright Limitations



October 21, 2003

Ronald K. Smith
Market Manager
INROADS.
118 Dean A. McGee
PO Box 764
Oklahoma City, OK 73101

Dear Mr. Smith,

I am in receipt of your written request to reformat the LEAD Instrument for inclusion in your dissertation. I regret that due to distribution agreements I can not grant your request to reformat. The LEAD Instrument can only be produced in commercially available format.

I trust you will understand that existing contracts on occasion prevent some of the flexibility I would like to demonstrate for you.

Sincerely,

Ronald E. Campbell
President & CEO



Ron Campbell
Center for Leadership Studies
230 West Third Avenue



"Ron Campbell"
<campbell@situational
.com>

10/21/2003 05:49 PM

To: <rksmith@inroads.org>
cc:
Subject: requested letter

Ron,

You really had me confused on this one. First my initial attempt to send this to you was bounced back by your server as spam mail. After your last phone message I sent the letter out again - in my haste I forwarded your letter to a dksmith@ the University of Oregon. I apologize for making such a simply request so difficult for you.

Ron Campbell

--

Outgoing mail is certified Virus Free.

Checked by AVG anti-virus system (<http://www.grisoft.com>).



Version: 6.0.525 / Virus Database: 322 - Release Date: 10/9/2003 R K Smith.doc

Appendix E

Personal Data Sheet

1. Your official title: _____
2. Gender: a. Male b. Female
3. Race: a. African American b. Caucasian c. Hispanic d. Other
4. Age:

a. ____ 30-39	c. ____ 50-59	e. ____ 71 or over
b. ____ 40-49	d. ____ 60-70	
5. Number of years in present position:

a. ____ 1-5	c. ____ 11-15	e. ____ 21 or over
b. ____ 6-10	d. ____ 16-20	
6. Previous position held immediately prior to presidency:

a. ____ Vice President	c. ____ Department Head	f. ____ Other
b. ____ Dean	d. ____ Vice-Chancellor	
	e. ____ CEO	
7. Highest degree earned:

a. ____ Bachelors	c. ____ Ph.D.	e. ____ Other
b. ____ Masters	d. ____ Ed.D.	
8. What major factors do you believe have contributed to the success of your institution during your tenure?

a. ____ Increased enrollments	d. ____ Student to faculty ratio
b. ____ Increase in endowments	e. ____ Other (specify)
c. ____ Capital improvements	
9. Marital status:

a. ____ Married	b. ____ Single	c. ____ Divorced
-----------------	----------------	------------------
10. Region of birth:

a. ____ Southeast (AL, AR, FL, GS, KY, LA, MS, NC, SC, TN, VA, WV)
b. ____ Plains (IA, KS, MN, MO, MN, NE, ND, SD)
c. ____ Rocky Mountains (CO, ID, MT, UT, WY)
d. ____ New England (CT, ME, MA, NH, RI, UT)
e. ____ Mid-Atlantic (DE, DC, MD, NJ, NY, PA)
f. ____ Great Lakes (IL, IN, MI, OH, WI)
g. ____ Southwest (AZ, NW, OK, TX)
h. ____ Far West (AK, CA, WA, OR, HI, NV)

11. Political Affiliation:

- a. ☐ Democrat b. ☐ Republican c. ☐ Independent d. ☐ Other (specify)

12. Father's Education:

- | | |
|---|--|
| a. <input type="checkbox"/> Some High School | e. <input type="checkbox"/> Baccalaureate Degree |
| b. <input type="checkbox"/> High School Diploma | f. <input type="checkbox"/> Masters Degree |
| c. <input type="checkbox"/> GED | g. <input type="checkbox"/> Doctoral Degree |
| d. <input type="checkbox"/> Some College | |

13. Mother's Education:

- | | |
|---|--|
| a. <input type="checkbox"/> Some High School | e. <input type="checkbox"/> Baccalaureate Degree |
| b. <input type="checkbox"/> High School Diploma | f. <input type="checkbox"/> Masters Degree |
| c. <input type="checkbox"/> GED | g. <input type="checkbox"/> Doctoral Degree |
| d. <input type="checkbox"/> Some College | |

14. To what extent do you feel you have influenced your organization internally?

- | | |
|--|---|
| a. <input type="checkbox"/> A great deal | c. <input type="checkbox"/> Somewhat |
| b. <input type="checkbox"/> Quite a lot | d. <input type="checkbox"/> None at all |

15. To what extent do you feel your leadership style has influenced the external community?

- a. ☐ A great deal
b. ☐ Quite a lot
c. ☐ Somewhat
d. ☐ None at all

16. Before you became president, to what extent did a mentor take a personal interest in your career?
- a. ☐ A great deal
 - b. ☐ Quite a lot
 - c. ☐ Somewhat
 - d. ☐ None at all
17. Are you willing to provide additional information on leadership and HBCUs by answering the attached interview questions
- a. ☐ Yes, in person by appointment
 - b. ☐ Yes, recorded by phone
 - c. ☐ Yes, by written response or e-mail to the interview questions
 - d. ☐ No, prefer not to participate

Personal Interview Questions

1. In what ways does the cultural kinship between you and your administration, faculty and students contribute to or affect your leadership style?
2. What person had the biggest influence on your leadership style? Why?
3. In what ways is serving as president of a HBCU different from leading a traditional college or university?
4. How do you feel you are perceived as a leader by your administration and faculty?
5. What professional programs of study, work experience, course work, or readings have had a major influence in your leadership style and how you operate as a president?

Appendix F

Letters to Presidents/Endorsement Letters

July 31, 2002

Dr. James Ammons
Chancellor
North Carolina Central University
1801 Fayetteville Street
Durham, NC 27707

Dear Dr. Ammons:

I am writing to request your participation in a study involving the leadership styles of presidents at historically black colleges and universities. This study is being conducted as a part of my doctoral program in Higher Education Administration at Oklahoma State University. The purpose of my dissertation topic is to explore the self-perceived leadership styles of presidents at historically black institutions.

Please respond to the enclosed Lead-Self questionnaire and personal data form and return them to me in the self-addressed envelope. If I have not heard from you after two weeks, a second questionnaire will be mailed.

Please feel free to make any suggestions or comments in relation to the adequacy of the questionnaire and personal data form.

Thank you for taking the time to assist me with this study. I can be reached by phone at 405-715-1595 or smitty22@mindspring.com via e-mail; if you should have questions or concerns.

Sincerely,

Ronald K. Smith

RS/ml

June 14, 2002

President Ernest L. Holloway
Langston University
P.O. Box 907
Langston, OK 73050

Dear Dr. Holloway:

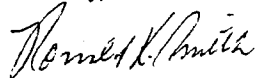
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Sincerely,



Ronald K. Smith

RS/ml



LANGSTON UNIVERSITY

Office of the President

July 2, 2002

Dr. Willis B. McLeod
Chancellor
Fayetteville State University
1200 Murchinson Road
Richmond, VA 23220

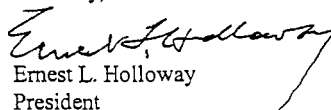
Dear Dr. McLeod:

You and I are keenly aware that our Historically Black Colleges and Universities (HBCUs) are in need for more faculty/administrators to obtain terminal degrees. Cognizant of this fact, I am respectfully requesting your assistance in gathering information that will help in this endeavor.

Enclosed is a letter, a Lead-Self Questionnaire, and a personal data form from Mr. Ronald K. Smith, who is currently engaged in his dissertation research in Higher Education Administration at Oklahoma State University. The estimated time to fill out the enclosed forms should not exceed twenty minutes. I understand that your time is valuable, and your assistance in expanding the number of African Americans with terminal degrees is time well spent.

Your time and attention to this matter will be greatly appreciated. You have my best wishes for a successful school year.

Sincerely,


Ernest L. Holloway
President

ELH:dhk

Enclosures

An Equal Opportunity / Affirmative Action Employer

P. O. Box 907

Langston, Oklahoma 73050

(405) 466-3201



LANGSTON UNIVERSITY

Office of the President

July 2, 2002

Dr. Bernard W. Franklin
President
Virginia Union University
1500 N. Lombardy Street
Richmond, VA 23220

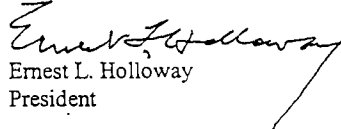
Dear Dr. Franklin:

You and I are keenly aware that our Historically Black Colleges and Universities (HBCUs) are in need for more faculty/administrators to obtain terminal degrees. Cognizant of this fact, I am respectfully requesting your assistance in gathering information that will help in this endeavor.

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Sincerely,



Ernest L. Holloway
President

ELH:dhk

Enclosures

An Equal Opportunity / Affirmative Action Employer

P. O. Box 907

Langston, Oklahoma 73050

(405) 466-3201



LANGSTON UNIVERSITY

Office of the President

February 12, 2003

Dr. Walter Massey
President
Morehouse College
830 Westview Drive, SW
Atlanta, GA 30314

RE: LEAD Self

Dear Dr. Massey:

I need your help! Recently, Ron Smith provided you with a survey entitled, LEAD Self, for you to complete. As you may recall, Mr. Smith needs this survey to complete his dissertation. Your cooperation in returning the survey would greatly enhance his research.

If you need another survey or additional information, please call Mr. Smith at 405-232-5777.

Sincerely,

A handwritten signature in cursive script, reading "Ernest L. Holloway".

Ernest L. Holloway
President

ELH/amm

An Equal Opportunity / Affirmative Action Employer

P. O. Box 907

Langston, Oklahoma 73050

(405) 466-3201



LANGSTON UNIVERSITY

Office of the President

November 7, 2002

Dr. Eddie N. Moore, Jr.
President
Virginia State University
P.O. Box 9001
Petersburg
VA, 23806 Dr.

RE: Ronald K. Smith

Dear Dr. Moore, Jr.:

On July 2, 2002, I sent you a letter along with a lead-self questionnaire and personal data form from Mr. Ronald K. Smith.

Please help Mr. Smith by taking a few minutes to complete and return the materials. Your reply is critical to his doctoral dissertation research in higher education administration at Oklahoma State University.

If you have any questions, please contact Mr. Ron Smith at (405) 232-5777. Thank you in advance for your consideration to this request.

Sincerely

Ernest L. Holloway
President

ELH/amm

An Equal Opportunity /Affirmative Action Employer

P. O. Box 907

Langston, Oklahoma 73050

(405) 466-3201

VITA



Ronald K. Smith

Candidate for the Degree of
DOCTOR OF EDUCATION

Dissertation: LEADERSHIP STYLES: PRESIDENTS OF HISTORICALLY BLACK
COLLEGES AND UNIVERSITIES

Major Field: HIGHER EDUCATION

Biographical:

Education: Graduated from Muskogee High School, Muskogee, Oklahoma; received Bachelor of Business Administration in 1984, University of Central Oklahoma May 1990, with a major in Political Science/Urban Affairs. Completed requirements for the Doctor of Higher Education Administration degree in May 2004.

Experience: Employed by the City of Midwest City as Internal Auditor, Special Projects Manager and Research Analyst/Assistant to the City Manager July 1983-February 1992; Employed by Langston University as Director of Admissions and Director of Enrollment Management March 1992-January 1999; Political Science Instructor for School of Arts and Sciences August 1996-January 1999; Instructor/Facilitator for Illinova University, Illinois Power-Illinova Corporation January 1999-December 1999; Organizational Effectiveness Consultant Illinois Power/Dynegy Corporation January 2000-November 2000; Adjunct Political Science Instructor Rose State College and Redlands Community College January 2002-May 2002; Adjunct Political Science Instructor Oklahoma City Community College January 2002-July 2003; Managing Director, Inroads Oklahoma Inc., August 2002-Present.

Professional Memberships: University of Oklahoma Alumni Association, University of Oklahoma Black Alumni Association, University of Oklahoma College of Business Alumni Association, Society for Training and Development, Society of Human Resource Management and Chicago Society for Performance Management.